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ABSTRACT

This text of Yup'ik (a southwestern Alaskan Eskimo language) orthography is intended for individuals wishing to read and write in Yup'ik as a first or second language. The first chapter gives details on the Yup'ik alphabet and contains a pronunciation exercise. Subsequent chapters present information, with exercises, on: vowels; double vowels and vowel clusters; stops; syllables; lengthening; gemination; apostrophe; fricatives; nasals, consonants (summarized); hyphen; apostrophe (summarized); and stress. Several review exercises are included. Contents are indexed. An answer key by other authors is presented in a separate volume. (MSE)

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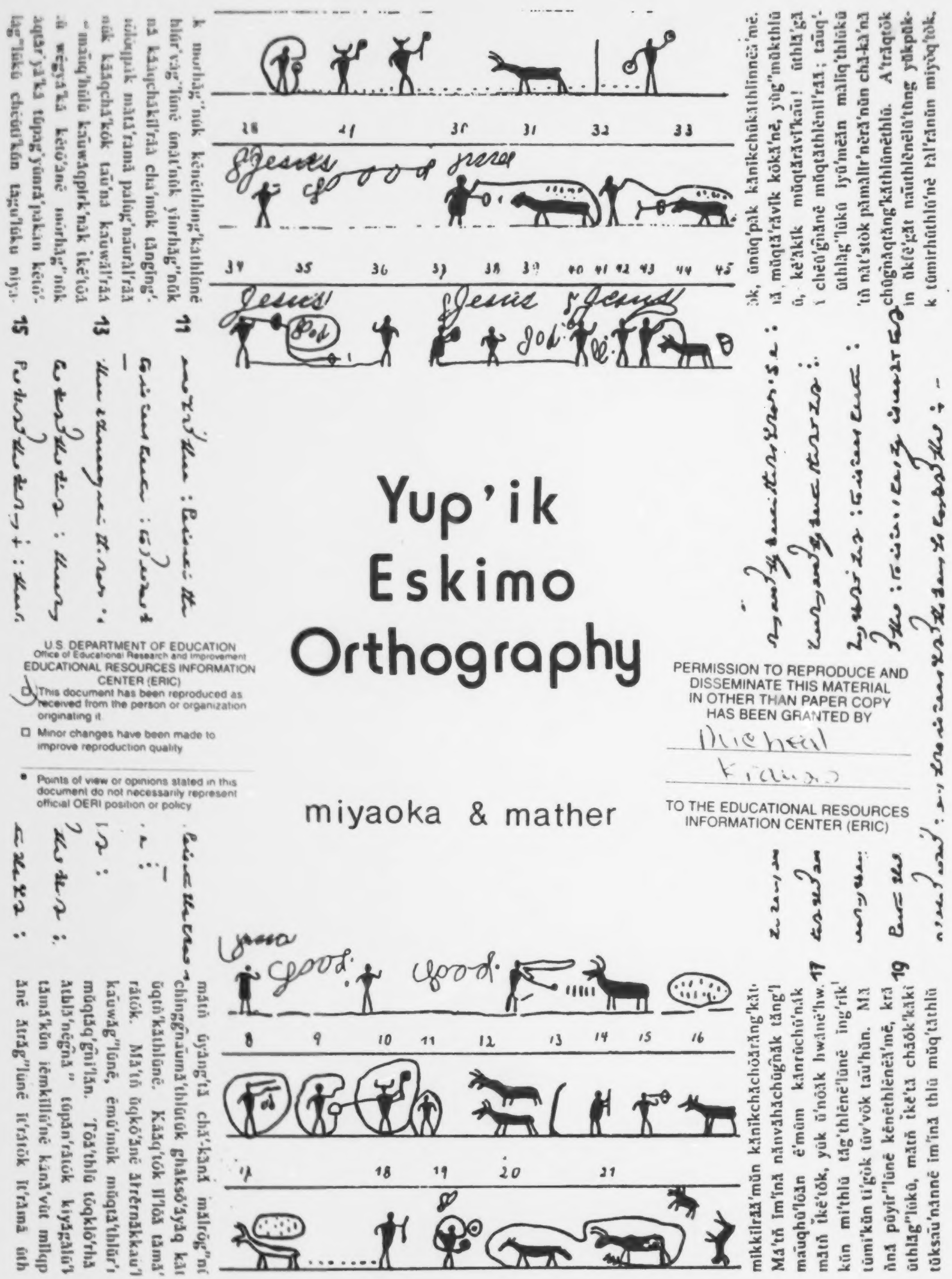

Yup'ik Eskimo Orthography

miyaoka & mather

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YUP'IK ESKIMO ORTHOGRAPHY

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Yup'ik Language Center

Kuskokwim Community College
Bethel, Alaska

Revised Edition 1979

YUP'IK ESKIMO ORTHOGRAPHY

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ABBREVIATIONS AND SYMBOLS

Subscript $_1$ and $_2$ added to English personal pronouns in translation (you, your, we, our, us, they, their, them) indicate "singular" (i.e. 'one person') and "dual" (i.e. 'two persons') respectively. These pronouns, if without subscript, are "plural" (i.e. 'three or more persons'). E.g.

'you$_1$' means 'you (one person)'
'you$_2$' " 'you (two persons)'
'you' " 'you (three or more persons)'
'we$_2$' " 'we (two persons)'
'we' " 'we (three or more persons)'

Words specific to a certain area are marked with one of the following dialect abbreviations in parentheses:

Y	Yukon	NI	Nelson Island
K	Kuskokwim	HBC	Hooper Bay and Chevak
KC	Coast area of the Kuskokwim	BB	Bristol Bay

( )	Used in Yup'ik words or formulations it indicates that the parenthesized portion may be dropped. For instance, aanaa(ng) 'mother!' indicates aanaa or aanaang.
/	A slash between two words or meanings indicates alternatives. E.g. quseq / quyeq 'cough'. A slash inside Yup'ik forms indicates syllable division. E.g. pu/pi/ka 'my sore'. See Chapter 5.
-----	A broken line indicates that the example concerned is apparently non-existent. See. e.g., page 36.
[ ]	Phonetic notation is given in square brackets. E.g. [atâta] for the word atata 'after a while'.
^	A hat on a vowel in phonetic notation indicates lengthening of the vowel. E.g. [atâta] above.

PREFACE

Wherever a Yup'ik comes from in the southwestern region of Alaska, he or she can communicate orally with other Yup'ik speakers from other areas (whether from St. Michael or from Togiak) regardless of those slight differences in pronunciation and in vocabulary which occur from place to place. Likewise a person who can read and write in Yup'ik can communicate visually with other people in other places without any difficulty. Language unifies a people.

Language is not merely a vehicle of communication, however. It is the nucleus or core of the people's culture. Language is one--perhaps the most important--thing that distinguishes one people from another. The distinctive culture which has developed from the days of the peoples' earliest ancestors is to a remarkable extent deposited and reflected in the language, as is the environment in which they have lived. Many things, feelings, and concepts specific to the Yup'iks could not be accurately expressed in any other language than Yup'ik.

Of all aspects of culture, language is the most resistant to change and loss. This implies that, when the Yup'ik language is lost, the distinctive Yup'ik culture will be totally and irretrievably gone. Once the Yup'iks are culturally and linguistically deprived to the marrow of the bones, all Yup'iks will be lost in the mosquito-like swarm of Kass'aqs and will be no more than additional few Kass'aqs, even if they do not look white. The people's identity could be kept and consolidated most effectively through the language.

Like the other Alaska Native languages, Yup'ik had been moving dangerously close to extinction for almost a century especially because of the federal policy of "English only in American schools". But the tide is now changing. With a resurgence of interest in the language and culture among the people, Yup'ik has been slowly regaining viability since the start of bilingual education which was launched in 1970 in the Kuskokwim area.

Literacy has since taken root gradually among the people. The use of writing is now not limited to bilingual classrooms. Written Yup'ik is increasingly being used in public mass media, and official documents in different agencies are being translated into Yup'ik. It is expected that the ability to read and write in Yup'ik will become a necessity in the future. Also, extensive use of reading and writing will most certainly have an effect in strengthening and stabilizing the viability of spoken Yup'ik.

Many people who took the trouble to learn the new orthography and to read some writings in it have reported to the Yup'ik Language Center that they found it unexpectedly easy to learn to read and write in Yup'ik even without getting any formal instruction. This is no wonder, since it is a very simple, regular, and scientific orthography. Naturally any orthography may be something of a compromise if it is to be in practical use. The new orthography has a few inconsistencies and minor problems, but at the same time, it still has advantages over the other writing systems which have been devised for this language.

Many orthographies or writing systems have been attempted for the Yup'ik language since the nineteenth century by the early missionaries--Russian Orthodox, Catholics, and Moravians. These were primarily meant for religious purposes. Furthermore, some natives tried to develop their own writing system.

The different orthographies devised so far, however, vary in their scientific accuracy as a means to represent Yup'ik sounds. They have differences on various points, for instance, as to how a certain sound should be spelled. In spite of the fact that some of the orthographies have been accepted and used by a portion of the people, it is unfortunate that no attempt was made to arrive at a uniform orthography to be applied in all Yup'ik areas on the basis of a scientifically accurate understanding of the sound systems of Yup'ik.

It was not until 1961 that a serious scientific study of Yup'ik began at the University of Alaska (Fairbanks) by Michael E. Krauss, and his then students Irene Reed and Martha Teeluk, though the development of a writing system was not their objective. Their work, however, was a real beginning toward the recognition of Yup'ik in Alaska. After a lapse of some years, linguistic research was resumed at the University in 1967 by the above-mentioned people with newly joined Osahito Miyaoka and Paschal Afcan. One of the most significant outgrowths of the strenuous and intensive study in 1967-1969 on the sound and grammatical systems of Yup'ik was a unified practical orthography of the language. This orthography, somewhat revised a few years later, is the one currently being used in some thirty bilingual schools and by the increasing number of people in the region.

This book is primarily meant for those Yup'ik speakers who want to learn to read and write in Yup'ik. But it could also be of help to those non-Yup'iks who have started learning Yup'ik as a second language. The phonetic explanation of Yup'ik sounds, which may not be necessary for the former group of learners, is, nevertheless, given in some detail, especially for the benefit of the latter.

Nothing has been available which is devoted to explaining the rules of the practical orthography, though there was some demand for such. This work, still not satisfactory and wanting revision as it is, may be a guide to fill this lacuna together with the recently published Yup'ik Eskimo Grammar by

Irene Reed et al. (Alaska Native Language Center and Yup'ik Language Workshop, University of Alaska, 1977).

This book may serve different purposes: It can be used as a textbook in orthography courses at high schools and colleges, a manual for those who teach literacy at the elementary school level, or a self-teaching guidebook for any person interested in Yup'ik literacy.

In the past few years a considerable amount of teaching materials for Yup'ik orthography has been prepared at Kuskokwim Community College independently by its instructors Paschal Afcan, Joseph Coolidge, and Marie Blanchett. To meet the demand for organized material for Yup'ik orthography the present book was written from scratch--except for this preface which is partly based on Paschal Afcan's writing--in the summer of 1978 and was revised in the summer of 1979 by Osahito Miyaoka and Elsie Mather.

We are fully aware that nobody will probably accept all the words cited in this book. Words are taken from different dialects of Central Yup'ik, and even archaic words are employed. They are used only for the sake of effective demonstration of the orthography rules discussed. The purpose of this book is not to try to standardize or recommend them, but is to enable the learners to spell and read correctly any word (of whatever dialect or however archaic it may be) if it is a genuine Central Yupik word. It is a regret that some dialects are not duly represented--this is only because of the lack of available information. We are far from satisfied with the book as it is: without any doubt it must still have many deficiencies and even some factual errors may have escaped our notice. Any suggestions and comments would be greatly appreciated.

We owe a great deal to a number of people. In preparing the primary version of 1978 Sophie Keene, Georgiana Wade, and Fritz Kinegak heartily afforded technical assistance, and Julie Gorham was kind enough to elaborate the English expressions. In the revision of 1979 invaluable help was rendered from Phyllis Morrow who not only made a scrupulous examination of the whole content, but also spared no strenuous efforts to facilitate the work and from Pia Bates, Fritz Kinegak and Ida Alexie who willingly prepared the final typescript. Numerous suggestions and comments were furnished in particular by Steven Jacobson, Andrew Paukan and Irene Reed, and by the students who were in the Orthography courses in the 1978 and 1979 summer sessions of Kuskokwim Community College.

Yup'ik Language Center
Kuskokwim Community College
University of Alaska
August 1979

CHAPTER 1

YUP'IK ALPHABET

1.1. The Yup'ik alphabet uses many, but not all, of the letters of the English alphabet. Some letters represent almost the same sounds in English as they do in Yup'ik, but some letters represent sounds not found in English. Some other letters represent sounds found but represented differently in English, as we shall see later in this chapter. We can do with much fewer letters than in English. But this is not the only merit of the current Yup'ik orthography.

English spelling is very notorious in that the same sound can be spelled with several different letters and that the same letter can represent different sounds. Try pronouncing, for example, the English words beet, beat, we, key, achieve, receive, people, and you find that the vowels represented by the different letters are actually one and the same sound. On the other hand, the same letter a in the words make, man, sofa, father, ball, and says is pronounced in different ways as different sounds.

Anyone who has learned English spelling remembers having difficulty with this sort of obvious inconsistency and apparent irregularity. The current Yup'ik orthography is blessed with the lack of such inconsistency and irregularity, so it is very simple.

1.2. The symbols used in writing Yup'ik are eighteen "letters" (or "sound symbols"), i.e., a, c, e, g, i, k, l, m, n, p, q, r, s, t, u, v, w, y and two "marks", i.e., apostrophe (') and hyphen (-).

Each letter will be explained later in detail, but one example for each will give you, beforehand, some idea of the sound it represents:

a	as in	amiq	skin	p	as in	pupik	sore
c	"	ca	what?	q	"	qayaq	kayak
e	"	meq	water	r	"	iruq	leg
g	"	egan	pot	s	"	tusek	shoulder
i	"	ila	part	t	"	tumet	footprints
k	"	kina	who?	u	"	unuk	night
l	"	kulun	ring	v	"	cavun	oar
m	"	imaq	content	w	"	wani	here
n	"	nani	where?	y	"	yuk	person

The letters g, l, r, s, and v can be doubled, but the doubled letters represent single sounds:

gg	as in	tegganeq	elder	ss	as in	qassaq	raw thing
ll	"	alla	different one	vv	"	avvutuk	they$_2$ separate
rr	"	carraq	a little bit				

The n and g, when combined as ng, represent a single sound:

ng as in angun man, male.

In some words the letters u and g or r may be combined by a ligature (⁀) as u͡g and u͡r to represent single sounds which are explained in Chapter XIII.

In some words, the letters m, n, and ng have a bar (¯) on top as m̄, n̄ n̄g which are explained in Chapter XV.

1.3. As in English, a capital (or big) letter is used at the beginning of the first word of a sentence or at the beginning of a proper name (person, place, day of week, or month). A period (.), a comma (,), a question mark (?), and an exclamation mark (!) are used in the same way as in English. Examples:

Angun caliciquq unuku.	The man will work tonight.
Caliciquq Tununermi.	He will work at Tununak.
Aanaa(ng), taiqaa!	Mother, please come!
Kia pikaki ukut?	Whose are these?

The uses of the apostrophe will be explained along with other characteristics of the Yup'ik writing system as we progress in this book (Chapters VIII, XI, XII, XV, XVIII), and the hyphen will be treated in Chapter XVII.

EXERCISE: Pronounce the following words.

allaneq	stranger	negaq	snare
assali	make some pancakes!	nulluq	buttock
avek	half	passin	grinder
avvingatuk	they$_2$ remain separated	perrirru	wipe it!
casit / cayit	what are you$_1$ doing?	pingayun	three
cetuk / cituk / setuk	fingernail	puga	surfaced seal
cingik	tip of land	qanuk	snowflake
cuyat	leaves	qengaq	nose
egaleq	window	qilak	heaven
elituq	he learned	quseq / quyeq	cough
eneq / neneq	bone	sayak	red salmon
esiq / eyiq	egg yolk	seq / ceq	sweat
imirru	fill it!	taqi	go up (as from shore to land)!
ipik	limb	talliq	arm
iraluq	moon	tegganeq	elder
issuriq	seal	tuvun	object stuck in throat
kanguq	snow goose	ulik	blanket
keggun	tooth	uneq	armpit
kita	here!	ungak	beard hair
kulun	ring	uqiggetuq	it is light
maqivik	steam-bath house	waniku / wanikuaqu	after a while
meluk	fish egg	waten	like this
minguk	paint	yaquq / caquq	wing
murak	wood	yuk	person
nacaq	hat		

CHAPTER II

VOWELS

2.1. The eighteen letters used in Yup'ik orthography are classed into two groups, i.e., "vowels" and "consonants": a, e, i, and u are vowels, and all the rest are consonants. The capital V and C are used as cover symbols for vowels and consonants respectively.

2.2. Pronounce the following words in order to understand the differences of the four vowels, and try to feel in the mouth how the tongue is shaped for each vowel:

amaq	backpacked one
meq / emeq	water
iniki	hang them!
unuku	tonight

You will notice this: The tongue protrudes toward the front of the mouth to produce the vowels i of iniki, remains relatively neutral or centrally located for the vowel a of amaq and e of meq, and retracts toward the back of the mouth for the vowel u of unuku. Besides this moving of the tongue front or back, the tongue also moves up and down. The tongue is at its highest to produce the vowels i and u, but at the lowest for a. The lips are spread for i, but rounded for u.

The Yup'ik vowels can be organized as in the chart below according to where they are produced in the speaker's mouth:

	FRONT	CENTRAL	BACK
HIGH	i		u
MID		e	
LOW		a	

A vowel can occur at the beginning of a word (i.e. "initial position"), in the middle of a word (i.e. "medial"), or at the end of a word (i.e. "final"). Here are some examples at each position:

	INITIAL		MEDIAL		FINAL	
a	amaq	back pack	pilaku	may I do it?	ataka	my father
i	imaq	content	akiq	coin	ataki	let me see
u	uneq	armpit	piluku	doing it	ataku	this evening
e	eneq	bone	akeq	rung, stair	-----	-----

Note that only the difference of a vowel may distinguish two or three words from each other which have otherwise the same sounds: amaq vs. imaq; pilaku vs. piluku; ataka, ataku vs. ataki, etc.

The broken line (-----) indicates that in Yup'ik there is no word which ends in e. All four vowels occur at the beginning and in the middle of a word. But at the end of a word occur only a, i, and u.

Among the four vowels, these three vowels (a, i, u) are called "prime vowels" in contrast to e. In addition to the fact that e does not occur at the end of a word, there are certain other respects in which e behaves differently from the prime vowels.

Only the prime vowels can be written double (like aa, ii, uu) or can combine with another prime vowel (like ai, ia, au, ua, ui, iu). These "double vowels" and "vowel clusters" will be dealt with in Chapter III.

2.3. The Yup'ik a has the sound of English a as in what or u as in cut. The i has the sound of English i as in pit or kid. The u has the sound of English u as in put. The non-prime vowel e is always a short indistinct vowel relatively close to the English sound represented by e in open or oven. It is sometimes not even heard, especially when it is a word-initial sound followed by a consonant and a vowel. Check the e of egan 'cooking pot' or the first e of eneq 'bone'.

In cases where the word-initial e is hardly audible, many people are inclined to drop it in writing: e.g. na 'house' and meq 'water' instead of writing ena and emeq. Remember in advance, however, that caution is needed in dropping the initial e of some words, as will be explained in later chapters (6.3, 6.4, 7.3, 8.5).

The same vowel can have some minute difference in sound depending upon its neighboring sounds. Compare the following pairs of words:

ukuk	these two	amik	two skins, door
uquq	oil	amiq	skin

You will notice that the tongue is somewhat lower and more centralized in the u's of uquq and the i of amiq than in the u's of ukuk and the i of amik, respectively. In general, the tongue is a little lowered, if the vowel u and i are next to the letter q or r. The vowel a fluctuates, as well, depending upon the context: It can be a little fronted or backed. These differences in details, however, are not important in Yup'ik, so that they are not distinguished in the orthography.

EXCERCISE I: Fill the blanks with a suitable vowel (a, e, i, u) and pronounce the words.

Initial

1.	__kiq	money
	__kiq	wound
2.	__kut	these
	__kut	hems, borders
3.	__quk	something carried on shoulder
	__quk	end piece
4.	__qan	pot
	__qan	your$_1$ mark, symbol, letter
5.	__nuk	night
	__nuk	dogharness
6.	__luka	sole of my foot
	__luka	inside of my belly
	__luka	my tongue
7.	__cika	my load
	__cika	area beneath me
8.	__kani	across there
	__kani	coming this way, in the future
9.	__ngak	uncle
	__ngak	beard
10.	__nitan	your$_1$ clothesline
	__nitan	you$_1$ left it
11.	__laten	area outside your$_1$ house
	__laten	your$_1$ relatives
12.	__rukan	when it melts
	__rukan	when it rots
13.	__linquq	he is afraid
	__linquq	he gets a blanket
	__linquq	he gets a helper / partner
14.	__pingauq	he is ready
	__pingauq	he is not in view

Final

1.	ul__	tide
	ul__	tongue
2.	ek__	get in!
	ek__	fire
3.	ag__	go over!
	ag__	don't!
	ang__	don't!
4.	qayam__	in the kayak
	qayam__	of my kayak
5.	piluk__	doing it
	piluk__	doing them
6.	atak__	let me see
	atak__	this evening
	atak__	my father

Medial

1.	n__pa	noise
	n__pa	tree
2.	t__ma	body
	t__ma	footprint
3.	c__pa	curtain
	c__pa	ice floe
4.	k__neq	fire
	k__neq	frost
5.	p__tuk	two lids
	p__tuk	dog leash
6.	m__naq	fish hook
	m__naq	reserved or left over food
7.	c__kiq	quill
	c__kiq	parent-in-law
8.	q__mik	two hills
	q__mik	something tucked inside a person's clothing (in front), fetus
9.	q__lut	dip-nets
	q__lut	guts
10.	q__ngaq	(K) fetus
	q__ngaq	nose
11.	p__nguq	he gets something
	p__nguq	hill
12.	n__riki	smell them!
	n__riki	eat them!
13.	q__maneq	whirlpool, eddy
	q__maneq	act of fleeing
14.	t__quci	your braids
	t__quci	die!, kill (something)!
15.	q__lukan	if it barks
	q__lukan	if he fishes by dip nets
16.	p__lukan	when he starves
	p__lukan	when he puts footgear on
17.	q__luluni	(it) tightening up (as of a muscle)
	q__luluni	(he) dip-netting
18.	t__vingaluni	(it) being draped over
	t__vingaluni	(he) being choked
19.	am__q	back-pack
	am__q	skin
20.	ak__q	coin
	ak__q	stair
21.	ak__n	other side of you$_1$
	ak__n	your$_1$ hem
22.	uq__q	oil
	uq__q	lee side
23.	ul__k	two tides
	ul__k	blanket
	ul__k	two tongues

24.	iq__q	dirt
	iq__q	corner of mouth
25.	ip__k	limb
	ip__k	diamond (in playing cards)
26.	tek__q	ear-wax
	tek__q	index finger
27.	taq__q	braid
	taq__q	blood vein
28.	neg__q	north (wind)
	neg__q	snare
29.	qul__n	bath water (for washing hair)
	qul__n	ten
30.	man__q	fish hook
	man__q	(Y.NI) clump of tundra grass
31.	kang__q	meaning, principle
	kang__q	top (mountain), source (river)
	kang__q	snow-goose
32.	cap__t	curtains
	cap__t	our things
33.	kegg__n	trunk of body
	kegg__n	tooth
34.	ut__qauq	he is waiting
	ut__qauq	it (seal skin) is aged
35.	akit__kaqa	I think it is expensive
	akit__kaqa	it is my pillow
36.	k__lun	ring
	k__lun	area behind you
37.	ilak__k	their$_2$ family
	ilak__k	they$_2$ are his family
	ilak__k	they$_2$ are of the same family
38.	k__putaqa	I buy it
	k__putaqa	I drive (push) it in
39.	iq__ciquq	it will be dirty
	iq__ciquq	it will keel over
40.	ayar__kaqa	I desire it
	ayar__kaqa	my future walking stick
41.	ay__kuni	when it (fire) spreads
	ay__kuni	when he leaves
42.	pil__ku	may I do it?
	pil__ku	doing it
43.	qay__mi	in the kayak
	qay__mi	just as I thought!
44.	kal__kaq	paper
	kal__kaq	feast, party
45.	ang__tek	(you$_2$) make gum!
	ang__tek	two men
	ang__tek	your$_2$ uncle
46.	ayuq__n	your$_1$ resemblance
	ayuq__n	you$_1$ look like him
47.	acap__k	real aunt
	acap__k	our$_2$ aunts

EXERCISE II: Choose the correct spellings.

1. ripple (1 minik, 2 menik, 3 minek, 4 menek)
2. roe (1 miluk, 2 meluk, 3 milek, 4 melek)
3. clay (1 qikuq, 2 qekuq, 3 qikeq, 4 qekeq)
4. from where? (1 nakan, 2 nakin, 3 nakun, 4 naken)
5. floor (1 nuteq, 2 nutiq, 3 nateq, 4 natiq)
6. sore (1 pepik, 2 pepek, 3 pupik, 4 pupek)
7. leg (1 iruq, 2 eruq, 3 ireq, 4 ereq)
8. oops! (1 aran, 2 arin, 3 arun, 4 aren)
9. name (1 ateq, 2 eteq, 3 uteq, 4 iteq)
10. eat! (1 niri, 2 nire, 3 neri, 4 nere)
11. half (1 uvuk, 2 avuk, 3 avik, 4 avek)
12. your$_1$ sleeve (1 alin, 2 alun, 3 alen, 4 ulin)
13. dirt (1 eqaq, 2 equq, 3 iqaq, 4 iquq)
14. area above (1 qule, 2 qula, 3 qele, 4 qela)
15. ten (1 qulen, 2 qulan, 3 qelen, 4 qelan)
16. he learns (1 ilituq, 2 iletuq, 3 elituq, 4 eletuq)
17. cooking pots (1 egatat, 2 egatet, 3 egatit, 4 egatut)
18. elbow (1 ekusek, 2 ekusik, 3 ikusek, 4 ikusik)
19. write to him! (1 igarru, 2 egarru, 3 igerru, 4 egerru)
20. bird (1 yaqulik, 2 yaquluk, 3 yaqulak, 4 yaqulek)
21. books (1 kalikat, 2 kalekat, 3 kulikat, 4 kulekat)
22. new thing (1 nutaruq, 2 nutaraq, 3 netaruq, 4 netaraq)
23. stranger (1 ullaniq, 2 ullaneq, 3 allaniq, 4 allaneq)
24. face (1 kagginaq, 2 kigginaq, 3 kegginaq, 4 kugginaq)
25. he will work (1 caleciquq, 2 caliciquq, 3 calecequq, 4 calicequq)

CHAPTER III

DOUBLE VOWELS AND VOWEL CLUSTERS

3.1. Prime vowels (a, i, u) can be written double: aa, ii, and uu. They are called "double vowels." But the vowel e can never be doubled. A double vowel is pronounced long. Compare the following pairs of words:

a	ata	let me see	atqa	my name
aa	aata	father	atqaa	it is his name
i	pituq[1]	he catches (game)	nerli	may he eat?
ii	piituq	he has nothing	nerlii	may I eat?
u	uneq	armpit	yuk	person
uu	uuneq	burn on flesh	yuuk	two persons

You will understand that it is important in Yup'ik to make a distinction in writing between a single vowel and a double vowel since replacement of one with the other brings a difference in meaning.

As prime vowels can occur either at the beginning, at the end, or in the middle of a word, so can double vowels.

3.2. A prime vowel can combine with another (different) prime vowel: ai, au, ua, ui, iu, ia. The resulting combinations are called "vowel clusters." The vowel e can never combine with a prime vowel. The following are examples of the six vowel clusters:

ai	aipaq	partner	taiguq	he is coming over
au	auk	blood	tauna	that one
ua	uani	near the exit	nuak	saliva

---

[1] For some people pit'uq (see 8.1 as to the apostrophe).

ui	uinga	her husband	kuik	river
iu	ciun	ear	kiugiu	answer him!
ia	kiak	summer	piani	back there

Note that the ai of the word aipaq 'partner' is not the same sound as the English vowel as in the word aim. The Yup'ik ai sound is similar to the English sound represented by i as in I, ice, etc. But you should not write ipaq meaning 'partner'.

Each vowel in a Yup'ik vowel cluster is pronounced as it is as a single vowel. Thus the a of ai, as in the word aipaq above, has the same pronunciation as the a of ata and atqa (3.1), and the i of ai as the i of pituq and nerli (3.1). This is also the case with any other vowel cluster.

No clusters of three or more vowels occur in Yup'ik except that, as will be explained in 17.2, a two-vowel cluster can be followed by another (prime) vowel with an intervening hyphen (-): e.g. tua-i 'that's enough'.

3.3. Depending upon the area, some words, especially loanwords, show fluctuation as to whether a single or a double or what kind of a vowel cluster is used. Examples:

ciivak / ciuvak	house fly
aarraq / airraq	string story, cat's cradle
kalmaanaq / kalmainaq / kalmiinaq / kalmaaniq (HBC)	pocket
kaapaq / kaapaaq/ kaupaq / kaupaaq	beaded hair net of married Russian Orthodox women (from Russian)
painkaq / paankaq/ paankaaq	can (from Russian)
caini(i)k / caani(i)k	kettle (from Russian)

3.4. The following words have a vowel cluster or a double vowel for speakers of many areas, but in Hooper Bay and Chevak they have the consonant *v* between the two vowels:

nuak	nuvak (HBC)	saliva
nuuk	nuvuk	point, projection
ciuraa	civuraa	he wrings it

In the following words the initial sequence *yu*- corresponds to *iv*- in Hooper Bay and Chevak:

yuaraa	ivaraa (HBC)	he is looking for him
yualuq	ivaluq	sinew
yuarun	ivarun	song

3.5. Another characteristic of the Hooper Bay and Chevak dialect concerning vowels is that a double vowel for speakers from the other areas, if followed by two consonants, is pronounced as a single vowel. Thus the word for 'knee', which is *ciisquq* (with the double vowel *ii* followed by the two consonants *sq*) in the other areas, is pronounced as *cisquq* in HBC. The words for 'his armpit' and 'his burn (on flesh)', which are *unra* and *uunra* in the other areas, are both pronounced in the same way as *unra*, while the words *uneq* 'armpit' and *uuneq* 'burn (on flesh)' are distinguished (i.e. the former being pronounced with a single *u*, and the latter with a double) since the vowel is not followed by two consonants but one.

EXERCISE I: Fill the blanks with a or aa, i or ii, u or uu, and read the words.

1.	___tam	the father's
	___tam	look!
2.	___pik	real eye
	___pik	limb
3.	___neq	burn on flesh
	___neq	armpit
4.	___maq	something carried on back
	___maq	breast
5.	___qan	your dirt
	___qan	when he hides
6.	q___kan	when it (hole) closes up
	q___kan	your waist
7.	auk___	my blood
	auk___	it is his blood
8.	pair___	he licks it
	pair___	lick!
9.	uing___q	he is a husband
	uing___q	she gets a husband
10.	tait___k	they$_2$ bring it
	tait___k	he brings them$_2$
11.	apt___nga	he asks me
	(kia) apt___nga	(who) asks me?
12.	qayap___k	genuine kayak
	qayap___k	two genuine kayaks
13.	tait___k	fog
	tait___k	they$_2$ usually come
14.	p___nrituq	he doesn't
	p___nrituq	he doesn't have insoles in his boots
15.	___r___	he hides it
	___r___	hide!
16.	___k___	my eye
	___k___	it is his eye
17.	___n___	mother
	___n___	mother!
18.	c___t___q	it chaps
	c___t___q	it is smashed (as an egg)
19.	c___ss___t	bugs
	c___ss___t	their bugs
20.	___ng___q	it is this one
	___ng___q	it begins to be done cooking
21.	___nr___	medicate him!
	nr___	medicate (yourself)!
22.	t___nr___	(Y) its (building) foundations
	t___nr___	use spirit power!
	t___nr___	he uses spirit power on them

EXERCISE II: Fill the blanks with a double vowel (aa, ii, uu) or a vowel cluster (ai, ia, au, ua, ui, iu).

Initial

1.	___mi	recently
	___mi	of her own husband
	___mi	of his own blood
	___mi	of his own eye
2.	___kan	when it cooks
	___kan	your$_1$ husband to be
3.	___taq	reed
	___taq	sugar candy, bread, biscuit
4.	___maq	breast
	___maq	(Y.HBC.NI) ember
	___muq	he is wasting time

Final

1.	yuar___	he is looking for him
	yuar___	look for him!
	yuar___	he is looking for them
	yuar___	he is looking for something of his
	yuar___	look for something of his
	yuar___	he is looking for something of theirs
2.	qaur___	(K.NI.HBC) they have head sores
	qaur___	his forehead / he has head sores
3.	alung___	its dog soup
	alung___	lap it up!
4.	uik___	have me as your$_1$ husband!
	uik___	they are her husbands
	uik___	have him as your$_1$ husband!
5.	egat___	his cooking pot
	egat___	his cooking pots / (Y.HBC) she cooks for them
	egat___	she cooks for him
	egat___	she cooks them (usually)
	egat___	she cooks it (usually)
	(kia) egat___	(who) cooked for him?

Medial

1.	c___n	why?
	c___n	ear
2.	p___guq	he stays behind at home
	p___guq	it is a thing

3.	n___kan	when it grows
	n___kan	it is your$_1$ saliva
4.	k___muq	he is swimming, plunging into water
	k___muq	he drops crumbs
5.	n___ga	its point
	n___ga	his saliva
	n___ga	(NI) his bird dart
	n___ga	its rustling sound
6.	q___q	wave
	q___q	grey hair
	q___q	bluish rock
	q___q	intestine tissue
	q___q	(K.NI.HBC) head sore
	q___q	raw (frozen) thing
7.	k___ka	I hope so!
	k___ka	my river
8.	k___kan	when he answers
	k___kan	it is your river
	k___kan	when it is summer
	k___kan	if he is hungry
	k___kan	when it (clock) strikes
	k___kan	when it comes off in layers
9.	k___neq	hunger
	k___neq	channel, open water
10.	n___guq	it grows
	n___guq	it becomes complete (in number)
11.	p___kaa	it is its mouth
	p___kaa	it is its pole
12.	q___tua	he gets head sores
	q___tua	he turns cyanotic
13.	q___ngan	as he cried
	q___ngan	of its surface / as it (water) is getting rough
	q___ngan	as he acquired grey hair
	q___ngan	as it is turned blue
	q___ngan	as he got sores on head
14.	q___quk	sharp edge
	q___quk	they$_2$ are crying
	q___quk	they$_2$ are bluish
	q___quk	they$_2$ are closing in
15.	c___raa	he strips her of her belongings
	c___raa	he wrings it
	c___raa	keep on doing (something)!
16.	k___tiini	in its up-river area
	k___tiini	in his answer
17.	k___tuani	because he answers him
	k___tuani	how lucky!, finally!
18.	aninq___q	boil
	aninq___q	it is exposed

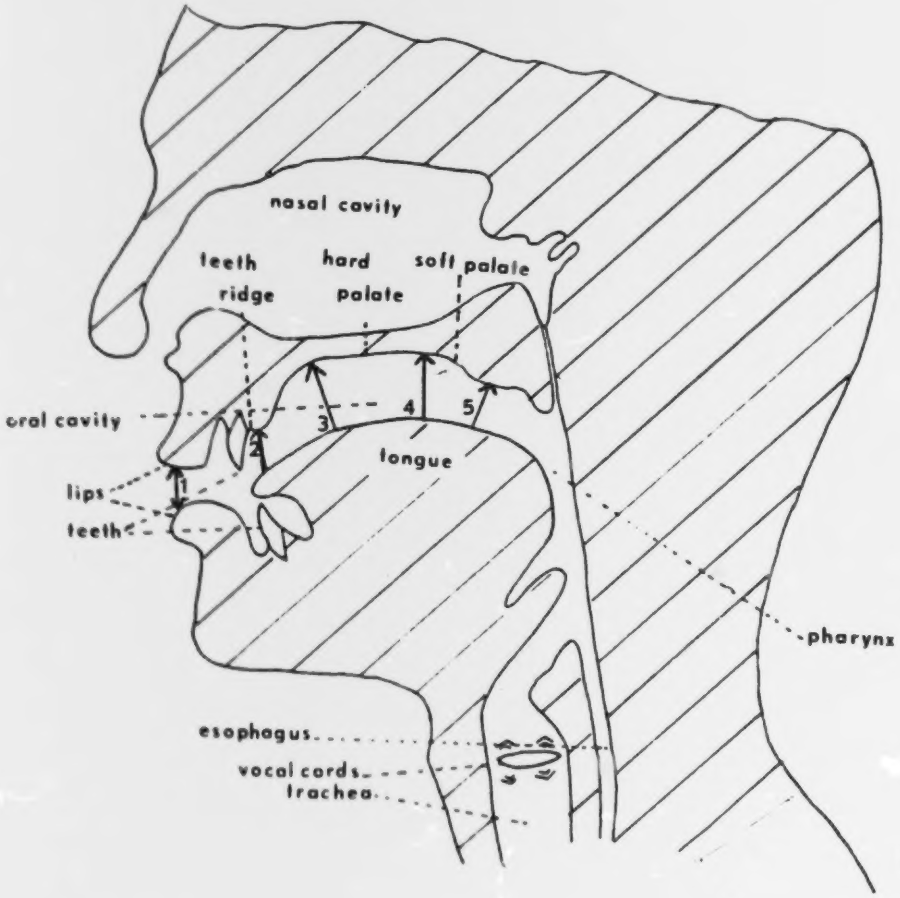
19.	iir___k	(K) two great eyes
	iir___k	they$_2$ are hiding around
	iir___k	they$_2$ are hiding it
	iir___k	they$_2$ are hiding something
	iir___k	he is hiding their$_2$ something
20.	iing___k	eyeglasses, false eyes
	iing___k	they$_2$ are eyes

CHAPTER IV

STOPS

4.1. All the Yup'ik letters other than a, e, i, and u represent consonants. Consonants can be classified by the manner in which they are produced: They are "stops," "fricatives," or "nasals." The latter two classes of consonants will be dealt with in the following chapters.

4.2. Yup'ik has five stop sounds: p, t, c, k, and q In pronouncing these sounds, the passage of air through the nose is blocked with the soft palate



touching the wall of the pharynx (see the diagram on the preceding page). Another blockage is made at some point inside the mouth, and then the pent-up air is released by opening the latter blockage so that a "plosion"-like sound comes out. These sounds are called stops because the air stream is stopped for an instant in the mouth when they are produced. The capital P is used as the cover symbol for stops.

The five stop sounds are described in terms of the parts of the mouth where the blockage is made. As you pronounce p, t, c, k, and q in that order, the point of contact will move from the lips all the way to the back of the mouth.

4.2.1. p is produced by blocking the air passage at the lips and is accordingly called a "labial" (i.e. "pertaining to the lips") stop. See Arrow 1 in the diagram and feel (or see in the mirror) the closure of the lips during the production of p's as in the words:

pi	thing	tepa	smell, fermented fish head
pupik	sore, pimple	tepka	my smell, my fermented fish head

4.2.2. t is produced by making blockage with the tongue tip contacting the upper teethridge and is called an "alveolar" stop ("alveolus" meaning "teeth socket"). See Arrow 2 in the diagram and try to feel the point of contact during the production of t's as in the words:

tamat	all kinds	tekitut	they arrived
taquq	braid	tuntu	caribou

4.2.3. c is produced by making blockage a little farther back in the mouth than t, and it is called an "alveopalatal" stop ("palate" meaning "roof of mouth"). See Arrow 3 in the diagram and try to feel the point of contact during the production of c's as in the words:

cat	what things?	cetuk / cituk	nail
caquq	wrapping, bandage	puckaq	barrel

Compare the tongue position of c in caquq with that of t in taquq, and you will notice that the front part of the tongue is more raised for the c than for the t, making the blockage further back in the mouth.

The c's of cat and caquq are similar to the English sound represented by ch as in chat, but the c before e as in cetuk is more similar to the English ts as in chats.

Word-initial c is replaced with s in many areas. This is more frequent in loanwords than in native Yup'ik words: See 10.5.1 for word-initial s-sound. Examples:

cetuk / setuk	nail
caayuq / saayuq	tea (from Russian)
caarralaq / saarralaq	sugar (from Russian)
culunaq / sulunaq	salted fish (from Russian)
curaq / suraq	blueberry

4.2.4. An important characteristic of Yup'ik is that there are two kinds of k-like sounds. Both are produced at the soft palate or "velum", and are accordingly called "velar" stops. But they are "different" sounds to be clearly distinguished. One is represented by k and the other by q in the orthography. Note that the English orthography also uses both k and q, which, unlike the Yup'ik k and q, represent the same sound.

In the case of k the back of the tongue contacts the front part of the soft palate, so k is called a "front velar" stop to be distinguished from q which is a "back velar" stop (4.2.5). See Arrow 4 in the diagram and try to feel the point of contact during the production of k's as in the words:

kemek	meat	iruk	two legs
kukupak	freckle	kinkuk	who$_2$?

4.2.5. In the case of the back velar stop q, the back of the tongue touches the back part of the soft palate. See Arrow 5 in the diagram, and try to feel the point of contact during the production of q's in the words:

qalu	dip-net	iruq	leg
qaqeq / qaqatak / qaqaqaaq	red throated loon	neqtuq	he catches fish
qiaq	intestine tissue		

Compare q of iruq with the k of iruk, and you will notice the difference in the point of contact. The difference in Yup'ik between k and q is important, since replacement of one with the other brings difference in meaning, as is the case with iruq vs. iruk. This is why these two sounds are taken as two different sounds in Yup'ik and are represented by different letters. See the following pairs of words as well:

ukuk	these two	kiiq	heat in the air
uquq	oil	qiiq	gray hair
nukaq	second-year beaver	ekciquq	it will catch on fire
nuqaq	spear-throwing stick	eqciquq	it will shrink
kalikaq	paper		
qaliqaq	outer covering as on a house		

4.3. The five stops of Yup'ik (p, t, c, k, q) all occur at the beginning and in the middle of a word, but at the end of a word there only occur t, k, and q. No Yup'ik word ends in p or c as the broken line shows in the list below.

	INITIAL		MEDIAL		FINAL	
p	panaq	large spear	napaq	tree	-----	-----
t	tamat	all kinds	ateq	name	irut	legs
c	canek	grass	acak	aunt	-----	-----
k	kumak	louse	akiq	coin	iruk	two legs
q	qaneq	mouth	yaquq	wing	iruq	leg

Stop consonants in Yup'ik are never written double, as is done in English (e.g. better, upper). Sometimes a stop consonant sounds double: Try pronouncing acii 'his aunt'. But it is written single. This phenomenon (called gemination) will be explained in Chapter VII. In the middle of a word a stop can stand next to another (different) stop, a fricative, or a nasal, as will be seen.

4.4. The Yup'ik word pin 'your thing' has the same spelling as the English pin. Compare the pronunciation of the pin's of the two languages. If you pronounce them by holding your palm close to your mouth, you will feel that in the case of the English pin a puff of air follows the plosion (i.e. sudden opening of the closed lips) in making the p sound, but not in the case of the Yup'ik pin. The Yup'ik p of pin is more similar to the p of the English spin. The p of the Yup'ik pin or of the English spin is "unaspirated".

The Yup'ik stops are unaspirated at the beginning or in the middle of a word, but at the end of a word, where only t, k, and q occur, the three stops (especially t) are "aspirated." Carefully compare the stops in the three positions in the following words to see whether they are aspirated or unaspirated by holding your palm close to your mouth.

tekitut	they arrived
kukupak	freckle
qaqaq	red-throated loon

EXERCISE I: Fill the blanks with k or q.

1.	ii__a	my eye	11.	ui__aa	he is her husband
2.	cii__a	my sheefish	12.	qaya__aa	it is his kayak
3.	ciute__a	my ear	13.	aca__aa	she is his aunt
4.	akuta__a	my ice cream	14.	ami__aa	it is his skin
5.	putuku__a	my big toe	15.	pani__aa	she is his daughter
6.	mali__a	one who's with me	16.	nega__aa	it is his snare
7.	pupi__a	my sore	17.	uli__aa	it is his blanket
8.	piipi__a	my baby	18.	nuya__aa	it is his hair
9.	aipa__a	my companion	19.	kui__aa	it is his river
10.	cavute__a	my oar	20.	kuuvvia__aa	it is his coffee

EXERCISE II: Fill the blanks with k or q. Each word should have at least one k and one q.

1.	__a__u	when	13.	te__e__	index finger
2.	__aya__	two kayaks	14.	te__i__	ear wax
3.	__ica__	anchor	15.	ca__i__	parent-in-law
4.	__anu__	snowflake	16.	a__uta__	ice cream
5.	__apu__	foam, froth	17.	ayu__u__	they$_2$ are alike
6.	__ene__	fire	18.	tu__uta__	he kills them$_2$
7.	__u__a__	waist	19.	ca__uci__	what kind?
8.	__utu__an	when he snores	20.	ta__u__a__	bear
9.	__ulite__	(you$_2$) wash your hair!	21.	ca__u__a__	wrapping
10.	__uma__a__	birch tree fungus	22.	ta__a__a__a	I am shy of him
11.	__ali__a__	paper	23.	ci__i__i__i	give them some (in future)!
12.	__u__u__ua__	common snipe	24.	paira__a__u	whenever he licks it

EXERCISE III: Fill the blanks with a suitable stop consonant (p, t, c, k, q)

1.	__ia	who
	__ia	his thing
2.	__iak	summer
	__iak	their$_2$ thing
3.	__ikuq	ice
	__ikuq	clay
4.	__uyak	lower part of seal
	__uyak	two leaves
5.	__uluk	quill of feather
	__uluk	two ivories
6.	__elun	area behind you$_1$
	__elun	spring (coil)
7.	__aiguq	he is coming
	__aiguq	he stays behind at home
8.	__upa	half
	__upa	ice floe
9.	__iutii	his ear
	__iutii	his answer
10.	__amani	in there
	__amani	down there
	__amani	back there
11.	__aqukaq	bear / seal
	__aqukaq	wrapping
12.	__ayanguq	bird's egg
	__ayanguq	he gets a kayak
13.	i__ek	foot measurement
	i__ek	diamond in playing cards
14.	cu__a	ice floe
	cu__a	(Y) post, pole
	cu__a	measurement
15.	a__aka	my aunt
	a__aka	my father
16.	ma__aq	warmth
	ma__aq	(Y) sun
	ma__aq	(Y.NI) diaper
17.	na__at	hats
	na__at	trees
18.	ii__aq	reed
	ii__aq	kayak tote hole at the bow
19.	pilu__i	doing them
	pilu__i	(you) doing
20.	tai__aa	he brings it
	tai__aa	please come!
21.	nala__aa	he kills it
	nala__aa	he finds it
22.	anga__ek	your$_2$ uncle
	anga__ek	their$_2$ uncle
23.	taitu__	fog
	taitu__	he brings something

EXERCISE IV: Fill the blanks with a suitable stop consonant (p̱, ṯ, c̱, ḵ, q̱), and read the whole sentences.

1. Nu__e__ __i__ane__uq. The gun is up there.
2. __a__u__i__ __i__a__? What kind of anchor?
3. __ani__e__ uingi__u__. Your$_2$ daughters have no husband.
4. Eli__ii__u__ ila__u__. Our relatives will learn.
5. __u__u__uma __e__u__aa. It is my big toe's nail.
6. __ame__ naa__i__ __e__?. What are you$_2$ reading?
7. __eli__i__i__u__ a__a__a. They$_2$ will bake bread later.
8. A(a)__a__u__ __e__i__u__. Our fathers have arrived.
9. __u__u__i__u__ __i__irru. Give him some as he will want some!
10. I__ayu__a__i__e__ a__a__u. Would you help them$_2$ this evening?
11. __i__u__uqa__a __uinqi__. I wish to buy the pipe.
12. __ia __au__u__ __i__a__i? Whose things are those?
13. __a__u__e__i__aa__ ne__e__. It will be a cover for the fish.
14. __a__a__i__i__a __u__u__u__. Aha! he killed himself, choked.
15. Ma__i__i__u__e__ __ingume__. You$_2$ will take a bath last.
16. __ali__a__anga __uya__i__ua. I will be glad to hear from him.
17. __i__a__e__i__a__a ya__ule__. The bird will be my catch.
18. A__i__u__an __i__u__a__una__u. Don't buy it if it is expensive.
19. A__a__u angu__e__ __ali__i__uk. The two men will work this evening.
20. __i__u__i__uma mali__e__ila__en? May I take you along when I fetch ice?
21. __a__u __a__u__e__a a__u__ii__a? When will my mother make ice cream?
22. A__a__a __ila__uni __uliri__i__u__. My aunt will tell stories while she is knitting.
23. __iin __auna yaassii__ u__igge__a? Why is that box light?

REVIEW I

EXERCISE I: Write T in ( ) if the statement is true, but F if false.

For the statements marked F, give the reason why they are false.

1. ( ) The Yup'ik sounds are properly classified into three groups: i.e., vowels, consonants, and stops.
2. ( ) Eighteen letters are used in the current Yup'ik orthography.
3. ( ) Among the four vowels in Yup'ik, i and e are called high vowels because the tongue positions inside the mouth are highest for these two.
4. ( ) The letter c in Yup'ik represents the same sound as in English can.
5. ( ) When you pronounce a vowel, there is no blockage made inside your mouth.
6. ( ) The vowel e can combine with another vowel to make a vowel cluster.
7. ( ) There are five letters for stop consonants. A stop consonant letter can never be written double.
8. ( ) In producing a stop, a blockage is made at some point inside the mouth so that the air escapes through the nose.
9. ( ) The vowels a, i, and u can end a word, but no Yup'ik words end in e.
10. ( ) The consonants k and q, characteristic of Yup'ik, are called front velar stops.
11. ( ) A word-initial stop is unaspirated in Yup'ik while it is aspirated in English.
12. ( ) Only the prime vowels can occur double, but not e.
13. ( ) The combined letter ng represents a single sound.
14. ( ) The vowel u is a back vowel, while i is a front vowel.
15. ( ) There are five vowel clusters in all.
16. ( ) The vowel a is an indistinct sound and is usually inaudible if it is a word-initial sound followed by a consonant and a vowel.
17. ( ) The consonant letters g, l, r, s, and v can be written double.
18. ( ) The English q, which actually represents the same sound as English k, occurs exclusively before u, while the Yup'ik q, which represents a sound different from Yup'ik k, occurs before any Yup'ik vowel.

EXERCISE II: Explain the following terms 1 through 10.

1. low vowel
2. prime vowel
3. double vowel
4. vowel cluster
5. aspirated vs. unaspirated
6. labial stop
7. alveolar stop
8. back velar stop
9. front velar stop
10. alveopalatal stop

EXERCISE III: Write the following words in Yup'ik. Only the vowels (a, i, u, e) and the stops (p, t, c, k, q) should be used. The first letters of the Yup'ik words are given.

1.	aunt (paternal)	a	18.	fog	t
2.	blood	a	19.	he brings it	t
3.	stair	a	20.	he arrived	t
4.	name	a	21.	index finger	t
5.	my name	a	22.	finger nail	c
6.	he is my father	a	23.	two ears	c
7.	two eyes	i	24.	what things	c
8.	corner of mouth	i	25.	ice	c
9.	dirt	i	26.	ice floe	c
10.	these two	u	27.	river	k
11.	seal oil	u	28.	summer	k
12.	my husband	u	29.	anchor	k
13.	fire	e	30.	freckle	k
14.	wound	e	31.	when (future)	q
15.	two lids	p	32.	gray hair	q
16.	marrow, brain	p	33.	wave	q
17.	big toe	p	34.	clay	q

CHAPTER V

SYLLABLES

5.1. The sounds in the following chart consist of a vowel which may or may not be preceded by a stop consonant. They work as units of sounds called "syllables". A vowel is the core of a syllable in the sense that any syllable has a vowel but not necessarily a consonant. Those syllables in the chart, which are not followed by a consonant or are not "closed" by a consonant, are called "open syllables."

a	pa	ta	ca	ka	qa
i	pi	ti	ci	ki	qi
u	pu	tu	cu	ku	qu
e	pe	te	ce	ke	qe

Pronounce the open syllables above one after another. If asked to pronounce very slowly, you could pronounce the word *patu* 'cover', for instance, as *pa/tu* with a slight silence between *a* and *t*, but not as *pat/u*: The slash (/) indicates the syllable division. This means that the word *patu* consists of two open syllables.

Any consonant between two vowels (e.g. *t* as in *patu*) always constitutes a syllable together with the following vowel, but not with the preceding vowel. This can be formulated as: V C V ⟶ V / C V (where the arrow reads "is syllabicated as").

Some words consist only of open syllables: e.g.,

ca	what?	ca
qaku	when?	qa/ku
pupika	my sore	pu/pi/ka
tekituci	you all arrive	te/ki/tu/ci

atatakuteqaqina	would you plan to proceed later?	a/ta/ta/ku/te/qa/qi/na

5.2. The sounds in the following chart consist of a vowel which is followed or "closed" by a consonant but which is not necessarily preceded by a consonant. These kinds of syllables are called "closed syllables."

aq	paq	taq	caq	kaq	qaq
iq	piq	tiq	ciq	kiq	qiq
uq	puq	tuq	cuq	kuq	quq
eq	peq	teq	ceq	keq	qeq

Pronounce the closed syllables above one after another.

Replace the final q of each syllable with k (as ak, pak, tak, ...), and pronounce them.

Replace the final q of each syllable with t (as at, pat, tat, ...), and pronounce them.

If asked to pronounce very slowly, you could pronounce the word atpik 'real name' as at/pik with a slight silence between t and p, but not as a/tpik or atp/ik. This means that the t is part of the first syllable together with the a, which is a closed syllable, while the p is part of the second syllable together with the ik. Any two consonants next to each other belong to separate syllables, with the first consonant working to constitute a closed syllable. This can be formulated as: V C C V ⟶ V C / C V.

The following words consist only of closed syllables:

atkuk	parka	at/kuk
aptuq	he asks	ap/tuq
cekpik	biceps muscle	cek/pik

5.3. As is the case with *tp* of *atpik*, a stop consonant can stand next to another (different) stop consonant. The two neighboring consonants form what is called a "consonant cluster." But an identical stop consonant cannot be doubled, as already mentioned in 4.3, so that we have no such combinations as *tt* in Yup'ik orthography.

There is no three-consonant cluster (like *tpk*) in Yup'ik. Only two-consonant clusters are possible and those only in the middle of a word: no consonant cluster occurs at the beginning or end of a word, except for the words in 10.5.1.

The following are examples of all the possible combinations of two stops except that combinations of *tc* and *ct* are not permissible, as the broken lines indicate.

tp	atpik	real name	pk	tepkaq	food for aging
cp	qacpagtuq[1]	he claps hard	tk	atkuk	parka
kp	tekpik	real forefinger	ck	puckaq	barrel
qp	neqpik	real fish	qk	neqkaq	food
pt	aptuq	he asks	pq	apqa(u)nrilu	don't ask!
ct	-----	-----	tq	atqa	my name
kt	pektuq	he is moving	cq	mecqituq	he steps into a puddle
qt	neqtuq	he catches fish	kq	tekqa	my forefinger
pc	apci	ask!			
tc	-----	-----			
kc	tekci	your forefingers			
qc	neqcaq	bait			

---

[1] The *g* before *t* is pronounced like *gg* as in *tegganeq* / *teggneq* 'elder'.

All the words given above have two syllables except that qac/pag/tuq and mec/qi/tuq have three syllables, and ap/qan/ri/lu four. Remember that syllable division occurs (1) between two consonants and (2) before a single consonant flanked by vowels.

5.4. The doubled letter gg, ll, rr, ss, and vv, and the combined letter ng represent single sounds (cf. 1.2), and they are treated as such in making syllable division. The following words should be syllabicated as shown on the right.

tegganeq	elder	te/gga/neq	(not teg/ga/neq)
qassaq	raw thing	qa/ssaq	(not qas/saq)
angun	man, male	a/ngun	(not an/gun)
nerellra	one he ate	ne/rell/ra	(not ne/rel/lra)

5.5. A double vowel or a vowel cluster is interpreted as belonging to separate syllables with division occuring between the two vowels, although it is actually pronounced as a unit.[1] This can be formulated as: V V→ V / V.

kiiq	heat in the air	ki/iq
uuneq	burn (on flesh)	u/u/neq
kuik	river	ku/ik
atkua	his parka	at/ku/a

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[1] It follows that the term "syllable" is used in a somewhat different sense than in Reed et al. Yup'ik Eskimo Grammar (see Bibliography).

EXERCISE I: Pronounce the following words. Divide them into syllables, and tell whether each syllable is an open or a closed syllable.

1.	acaka	my aunt	6.	cuqciuq	he is measuring something
2.	atkuk	parka	7.	keggutet	teeth
3.	atpiara	his real name	8.	qeckarluni	jumping
4.	allaneq	stranger	9.	qayaliciquq	he will make a kayak
5.	kapkaanaq	trap	10.	pekcaqunak	don't move!

EXERCISE II: Fill the blanks with k or q.

1.	it__an	it is your$_1$ foot measurement	4.	qaya__	kayak
	it__an	when he comes in		qaya__	two kayaks
2.	ma__taa	he sets it upright	5.	__iiq	heat in the air
	ma__taa	he makes it flow		__iiq	gray hair
3.	e__ciquq	it will catch on fire	6.	nu__aq	second-year beaver
	e__ciquq	it will shrink		nu__aq	spear-throwing stick

EXERCISE III: Fill the blanks with a suitable cluster consisting of two stop consonants.

1.	ni__ __an	you$_1$ turned it off	4.	i__ __a	my foot measurement
	ni__ __an	as it is turned off		i__ __a	my diamond (playing card)
	ni__ __an	when it is turned off	5.	i__ __an	as it disappeared from view
2.	ne__ __an	as it sticks		i__ __an	if it is sharp
	ne__ __an	your$_1$ bait	6.	a__ __aa	it is his name
	ne__ __an	your$_1$ food		a__ __aa	he promises her
3.	na__ __uq	it is used for flooring	7.	a__ __uk	parka
	na__ __uq	(K) he girds himself		a__ __uk	our$_2$ name
	na__ __uq	it is snared		a__ __uk	they$_2$ ask

8. cu__ __an when the river ice goes
cu__ __an your$_1$ pattern

9. ci__ __uq it is left over
ci__ __uq he bows

10. ke__ __uq he is in need of something
ke__ __uq (K.HBC) it is being dyed

EXERCISE IV: Fill the blanks with a suitable cluster consisting of two stop consonants, and read the sentences.

1) A__ __iik mi__ __iquk. 'The eye-glasses will be small.' 2) A__ __uk i__ __uuq. 'The parka is wide.' 3) Ka__ __ainaq pe__ __uq. 'The trap is moving.' 4) Ne__ __iaq na__ __uq. 'The real fish is caught.' 5) E__ __un i__ __ituq. 'The kindling is narrow.' 6) Tu__ __ek e__ __iquk. 'Their$_2$ two bed-mates will suffocate.' 7) Pe__ __aqunak, ma__ __uq. 'Don't move, he's getting up.' 8) Pu__ __aq (K) qa__ __aggu. 'Slap the barrel hard!' 9) Ce__ __iakun nu__ __aggu. 'Shoot him hard on his bicep muscle!' 10) Ku__-__aaq (KC.BB) pa__ __aa. 'He went to see the store-keeper.' 11) Qe__-__araluten aya__ __ii. 'Take off leaping!' 12) Ce__ __iakun tu__ __agluku. 'Kicking him on his biceps.' 13) Palu__ __aq nu__ __agluku. 'Blasting his gun at the beaver.' 14) Qani__ __amek ke__ __uq. 'He is in need of snow.' 15) Ke__ __iu i__ __unaku. 'Would you cut it narrow?' 16) Aya__ __akina cu__ __iarluten. 'Take off very fast!' 17) Yuaru__ __a ta__ __iquq. 'My song will be long.' 18) Ciile__ __aaq egale__ __iqaqa. 'I will use the plastic for a window.' 19) Ci__ __agaqa ma__ __unrilan. 'I splashed him as he would not get up'. 20) Qa__ __apik qani__ __aq. 'Very white snow.' 21) A__ __iara A__ __auguq. 'His real name is Acqaq.' 22) Aya__ __arluni u__ __ituq. 'Going off a little, he turned about.' 23) Akili__ __aminek ke__ __uq. 'He is in need of something for his payments.'

CHAPTER VI

LENGTHENING

6.1. A prime vowel is pronounced long in a certain position of a word. Pronounce the following word:

atata	after a while

You will notice that you lengthen the second a like [atâta] (in which ^ indicates lengthening of the vowel). The vowel a, however, should be written single as it is, even if it is long in pronunciation. The vowel is "long by position." This means, the vowel is automatically lengthened because it is in a certain position in the word.

It is necessary to syllabicate a word in order to explain lengthening. The word above should be syllabicated as a/ta/ta, which consists of three successive open syllables.

The rule for lengthening is this: If there are two successive open syllables and if they are followed by another syllable which begins with a consonant the second open syllable is lengthened. This can be formulated as: (C) V / (C) V / C V (C) $\longrightarrow$ [(C) V / (C) $\hat{V}$ / C V (C)] (where the arrow reads "is pronounced as"). In the case of a/ta/ta, the ta of the first two open syllables a/ta, which is followed by another syllable which begins with a consonant (ta), is lengthened. This rule of lengthening applies as many times as there are appropriate sequences in a word, so that the word may have more than two lengthened syllables. Check the following words and find out which vowels are lengthened:

atatakutuq	(K) he is planning to proceed later
atataku	later
atatakuteqaqina	(K) would you plan to proceed later?

qayapiliciqukut	we will make a real kayak
atucuaqaqina	would you sing a short song?

In the first word atatakutuq, syllabicated as a/ta/ta/ku/tuq, the second syllable ta is lengthened first, but there still remains a sequence of open syllables ta/ku, so that its second syllable ku is lengthened: [atâtakûtuq]. The second word, syllabicated as a/ta/ta/ku, has only the second syllable lengthened: [atâtaku]. The fourth syllable ku is not lengthened. This is because the ku is the word-final syllable which is not followed by any other syllable. This is also the case with the final na in the third word [atâtakûteqâqina]. Likewise [qayâpilîciqûkut] and [atûcuâqaqîna]. See 6.2 for the lengthening of the second vowel of a vowel cluster in the example (ua).

These examples show that, if there is a sequence of not less than four open syllables, every other syllable is lengthened rhythmically. Lengthening by position is often referred to as "rhythmic lengthening."

atkupika	my real parka
atkupiliciqukut	we will make a real parka
atkupiliyunritukut	we do not wish to make a real parka

In the first word atkupika, syllabicated as at/ku/pi/ka, the first syllable at is a closed syllable, and, accordingly, the sequence of open syllables starts from ku. The second open syllable of the sequence is lengthened: [atkupîka]. The second word is pronounced as [atkupîliciqukut] in which the second and fourth open syllables of the sequence which starts from ku are lengthened. In the last word, syllabicated as at/ku/pi/li/yun/ri/tu/kut, there are two sequences of open syllables, i.e., ku/pi/li and ri/tu interrupted by the closed syllable yun, and the second open syllable of each sequence is lengthened: [atkupîliyunritûkut].

6.2. Particular mention must be made of double vowels and vowel clusters in connection with lengthening.

Double vowels (*aa*, *ii*, *uu*), which are long by themselves or "long by nature," have no further lengthening, though the second vowel is the second of the sequence of open syllables. Examples:

aa	aamaq	breast	[aamaq]
ii	iinga	his eye	[iinga]
uu	uuneq	burn on flesh	[uuneq]

Vowel clusters *ai* and *au* have no lengthening on the second vowel (i.e. *i* or *u*) either, though it is the second of the sequence of open syllables. Examples:

ai	taiguq	he is coming	[taiguq]
au	tauna	that one	[tauna]

In the case of the other vowel clusters, i.e., *ia*, *ua*, *ui*, and *iu*, there is some fluctuation in lengthening depending upon the areas and/or the style (notably speed) of speech: The second vowel may or may not be lengthened. Examples:

ia	piani	back there	[piâni] or [piani]
ua	tuani	there (near you)	[tuâni] or [tuani]
ui	uinga	her husband	[uînga] or [uinga]
iu	ciutet	ears	[ciûtet] or [ciutet]

Incidentally the first vowel of a vowel cluster or a double vowel can never be the second of the sequence of open syllables for the reason which will become clear in the next chapter (7.1). Further examples:

angayiitaqami	whenever he has motion sickness
aturaicukaqa	I thought he didn't have clothes

In the first word, syllabicated as *a/nga/yi/i/ta/qa/mi*, the second and sixth syllables are lengthened, while the fourth is not lengthened because it is the second vowel of a double vowel: [angâyiitaqâmi]; likewise, [atûraicukâqa].

6.3. As mentioned in 2.3, a word-initial e is hardly audible if it is followed by a single consonant and a single vowel. Many people are inclinded to omit such an e in writing. The omission causes no problem in some cases, but it does in others. The following forms can be written either with the initial e or without.

na / ena	house	meq / emeq	water
net / enet	houses	mermek / emermek	with water

On the other hand, we cannot omit the initial e in the following cases.

enuqituq	something he needs	ekuteka	my (travel) ticket, boarding pass
elituq	he learns	evaluni	(it) nesting
erina(q)	voice		

In these words the very existence of e explains the lengthening of the vowel of the second syllable: Without e the rule of lengthening (6.1) will not apply. If you write nuqituq instead of enuqituq, for instance, the word should have lengthening on i instead of u, which is not correct.

See 8.5 for another case where a caution is needed against omitting a word-initial e.

6.4. The word for 'he learns' is spelled elituq, as given in the preceding section, while the word for 'he listens' should be spelled niituq, though the pronunciations may seem parallel. First compare the following forms:

elituq	he learns	e/li/tuq
elisngauq	he is learned, knows how	e/lis/nga/uq

The initial *e*, though hardly audible, is necessary in writing. The *i* of *elituq* is lengthened because it is the second open syllable. But the *i* of *elisngauq* is not lengthened: this is because the *i* is in the closed syllable in which the lengthening rule does not work. The existence of initial *e* is suggested by the lengthening of *i* in the first word. Such spellings as *eliituq*, *liituq*, and *lisngauq* for these forms could not be accepted in this Yup'ik orthography (cf. 7.1 and 10.5). Compare the two forms above with the following:

niituq	he hears	ni/i/tuq
niisngauq	he listens, is obedient	ni/is/nga/uq

In this pair of forms the vowel following *n* is always long whether it is followed by a single consonant or a consonant cluster. The vowel is long not by position but by nature, and as such it should be written double. We should not put *e* at the beginning of these forms.

If a vowel is pronounced long before a consonant and a vowel but short before two consonants or a word-final consonant, it is a single vowel to be written single (as *elituq* and *elisngauq*). But if a vowel is always long in any context, it is a double vowel to be written double (as *niituq* and *niisngauq*).[1]

Examples:

SINGLE VOWEL		DOUBLE VOWEL	
emutaa	he takes her to the clinic	nuuga	its tip
emusgu	take her to the clinic!	nuugmi	at the tip
ekiqa	my wound	nuuk	tip
ekiq	wound	kiima	I alone
ekinka	my wounds	kiimta	we alone

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[1] Note, however, that this test cannot be used for the Hooper Bay and Chevak dialect because of the characteristic mentioned in 3.5.

EXERCISE I: Pronounce the following words and mark lengthened vowels with ^ over them. By syllabicating the words, explain why certain vowels are lengthened.

1.	qayali	make a kayak!
2.	qayaliakut	he makes a kayak for us
3.	qayaliciquq	he will make a kayak
4.	qayaliciquci	you will make a kayak
5.	qayaliqataraqa	I am going to make him a kayak
6.	atkuli	(you$_1$) make a parka!
7.	atkulici	(you) make a parka!
8.	atkuliciquq	she will make a parka
9.	atkuliciquci	you will make a parka
10.	atkuliqataraqa	I am going to make him a parka
11.	utaqaunga	I am waiting
12.	utaqaluni	(he) waiting
13.	utaqanritukut	we are not waiting
14.	utaqaqatarluni	(he) about to wait
15.	utaqaqatallinililuni	(he) apparently about to wait
16.	ikayurluku	helping him
17.	ikayularatek	(K) you$_2$ (usually) help them
18.	ikayurlaratek	(Y) "
19.	ikayuryaqunaku	don't help him!
20.	ikayuryunritukut	we do not need help
21.	ikayurngaitaakut	he will not help us
22.	keggutai	his teeth
23.	keggulvamini	in his own big teeth
24.	kegguteqarraaq	baby tooth
25.	kegguciqciqukut	we will have tooth-ache

EXERCISE II: Complete the following words by filling each blank with either a vowel or a stop consonant.

1.	__ n __ __ __	hang them (inanimate)!
2.	a __ __ __ __ __	ice cream
3.	c __ __ __ __ __	my in-law
4.	__ n __ __ __ __	(you$_2$) go out!
5.	__ g __ __ __ __	cooking pots
6.	__ g __ __ __ __	would you$_1$ write to me?
7.	__ __ ng __ __ __	your noses
8.	n __ n __ __ __ __	it is short
9.	y __ __ __ l __ __	bird
10.	n __ __ __ r __ __	new one
11.	__ __ y __ ng __ __	he acquires a kayak
12.	k __ __ __ __ __ __	freckle
13.	__ __ n __ __ __ n	when it snows
14.	__ __ __ r __ __ __ n	your$_1$ clothes / you$_1$ are using them
15.	m __ __ __ __ __ n __	(you$_1$) take a steam bath!
16.	__ __ v __ __ __ __ __	my oar
17.	__ __ __ __ __ __ ng __	when he asks me
18.	__ n __ __ __ __ __ __ __	there is no wind / it is calm
19.	__ l __ __ __ __ __ n __ __	I recognize them
20.	__ __ gg __ __ __ __ __ __ __	it is my tooth
21.	__ n __ __ __ __ __ n __ __ __	don't leave him!
22.	__ y __ __ __ __ __ __ __ m __	when I am about to go
23.	c __ __ __ __ __ __ __ __ __ __	we$_2$ will be fast
24.	__ __ __ __ __ __ n r __ __ __ __ __	it is not my parka
25.	__ __ __ __ __ __ __ __ __ __ __ __ n __	when he is about to arrive

EXERCISE III. Choose the correct spellings. Checking with another form in which the vowel in question is not followed by a single consonant and a vowel will help find out whether the vowel is long by position or by nature (see 6.4 and footnote 1 on page 44.

1. he squashes it (1. ciitaa, 2. ecitaa)

   cf. the form for '(you$_1$) squash it!' which ends in sgu

2. their$_2$ membranes (1. ciikek, 2. ecikek)

   cf. the form for 'membrane' which ends in q

3. he cannot reach it (1. nuuraa, 2. enuraa)

   cf. the form for 'cannot reach it' which ends in rluku

4. sheefish (many) (1. ciiret, 2. eciret)

   cf. the form for 'one sheefish' which ends in q

5. he is digging it (1. elagaa, 2. 'laagaa[1])

   cf. the form for 'digging it' which ends in gluku

6. when he takes it off (1. yuukaku, 2. eyukaku)

   cf. the form for 'he doesn't take it off' which ends in nritaa

7. it is its handle (1. puukaa, 2. epukaa)

   cf. the form for 'having it as a handle' which ends in kluku

8. when he points at me (1. niiqanga, 2. eniqanga)

   cf. the form for 'pointing at it' which ends in rluku

9. my grey hair (1. qiiqa, 2. eqiqa)

   cf. the form for 'big grey hair' which ends in rpaᴋ

10. it is getting strong (as coffee) (1. cuuriuq, 2. ecuriuq)

    cf. the form for 'it is strong' which ends in rtuq

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[1] The use of the apostrophe is discussed in 11.2.

CHAPTER VII

GEMINATION

7.1. Closely related to lengthening is what is called "gemination," which may be defined as a doubling of a consonant in pronunciation (but not in spelling). Compare the following words:

atata	after a while
ataata	uncle (father's brother)

As explained in 6.1, the second a of the first word atata is pronounced long because of its position. The aa of the second word ataata is equally long in pronunciation. Even if they are both long, one is written single and the other double. The aa of the second word is not long by position, but long by nature. It is long in the same way as the uu of uuneq 'burn on flesh' (as contrasted with the u of uneq 'armpit') is long. A vowel which is long by nature has to be written double.

It should be noticed that between the two words above, there is some difference in the first t. In the first word atata, the first t belongs to the second syllable and is pronounced together with the second a rather than the first a: a/ta/ta. In the second word ataata, on the other hand, the first syllable ends in a mouth closure characteristic of t, and the second syllable begins with t: Compare this with the pronunciation of the t's in the English phrase hot tea. The word ataata is pronounced, so to speak, with t doubled, as if it were written as at/ta/a/ta: The first syllable becomes a closed syllable. This, however, does not mean that we write attaata in Yup'ik orthography: see 4.3. Thus we can say that the first t of ataata is "geminated," and this gemination is automatically determined by the position of the consonant.

The rule for "gemination" is this: If there are two successive open syllables and if they are followed by another syllable which does not begin with a consonant, the consonant of the second open syllable is geminated. This can be formulated as: $(C)\ V\ /\ C\ V\ /\ V\ (C) \rightarrow [(C)\ V\ \underline{C}\ /\ \underline{C}\ V\ /\ V\ (C)]$ (where the underlined $\underline{C}$'s are the same). Compare this with the rule for lengthening (6.1). This rule is put in another way: If a consonant is preceded by a single short (i.e. not lengthened) vowel and is followed by a double vowel or a vowel cluster, it is geminated. The rule applies as many times as there are appropriate sequences in a word. Any consonant can be geminated.

Thus ataata has the first t geminated, making the first syllable a closed one. Now the sequence of open short syllables starts from ta (at/ta/a/ta/). The second syllable of the sequence (a) is not lengthened because it is the second of a double vowel (6.2).

In this way, gemination, which occurs on a single consonant preceded by a short vowel and followed by a double vowel or a vowel cluster, makes the syllable preceding the consonant a closed one. And a sequence of open syllables starts after the closed syllable. All this explains the reason why the first vowel of a double vowel or a vowel cluster can never be the second of the sequence of open syllables as mentioned in 6.2.

Pronounce the following words and find out which consonants are geminated:

cukauq	it is fast
cf. cukaluni	(it) being fast
ataatakaa	he is her uncle
atkupiani	on his real parka
cf. qayapiani	in his genuine kayak
qayalingaitua	I will not make a kayak

In the first word, syllabicated as *cu/ka/uq*, the *k* of the second open syllable is geminated since the sequence of two successive open syllables is followed by a vowel, that is, since the *k* is followed by a vowel cluster (*au*). In the case of *cukaluni*, syllabicated as *cu/ka/lu/ni*, the *k* is not geminated but the second syllable is lengthened instead: [cukâluni]. This is because the sequence of the first open syllables is followed by a syllable which begins with a consonant.

For the second word *ataatakaa*, the gemination on the first *t* has been explained above, and the *k* is geminated since it is followed by a double vowel (*aa*).

In the case of the third word *atkupiani*, first the *p* is geminated since the sequence of open syllables (*ku/pi*) is followed by a syllable which does not begin with a consonant (*a*), and in the remaining sequence of open syllables (*pi/a*) the second syllable is lengthened: [atkuppiâni].

In the case of *qayapiani*, however, the *p* is not geminated, but the second and fourth open syllables are lengthened: [qayâpiâni].

In the last word, the open syllable *ya* is lengthened since it is the second of the sequence of open syllables and is followed by a syllable which begins with a consonant (*li*). The *ng* is geminated since it is preceded by a short vowel (*i*) and is followed by a vowel cluster. But the *t* before *ua* is not geminated since it is preceded not by a short single vowel but by a vowel cluster.

7.2. We now know that in Yup'ik we have to distinguish two kinds of long vowels: one is long by position and written single, and the other is long by nature and written double.

When you are not certain whether you should write *a vowel which is pronounced long* single or double, all you have to do is check the sounds preceding the vowel in question. *If this vowel is preceded by a non-geminated single consonant which is in its turn preceded by a non-lengthened single vowel, it should be written single*. *Otherwise the vowel should be written double*. This is a natural consequence from the rules of lengthening and gemination.

Check this way. In the sequence of sounds which precede the vowel in question:

VOWEL + CONSONANT + VOWEL IN QUESTION

Is the consonant preceding the vowel in question a geminated consonant or consonant cluster?

Is the vowel preceding the consonant a lengthened vowel, a double vowel, or a vowel cluster?

If both questions are answered in the negative, you should write the vowel in question single. Otherwise you should write it double. Check first with the following words:

tam___na 'the one there' qayalic___quq 'he will make a kayak'
(a OR aa?) (i OR ii?)

In both words the consonant preceding the vowel in question (i.e., *m* in the left word and *c* in the right) is neither a geminated consonant nor a consonant cluster--but it is a non-geminated single consonant. And the vowel preceding the consonant (i.e. *a* in the left word and *i* in the right) is neither a lengthened vowel, a double vowel, or a vowel cluster--but it is a single non-lengthened vowel. Accordingly you should write the vowel single in these words: *tamana* and *qayaliciquq*. Next, check with the following words:

tam__ni (a OR aa?)	'there, back there'	aal__yaaq (u OR uu?)	'swing'
apt__nga (a OR aa?)	'he asks me'	taic__qaqa (i OR ii?)	'I will bring it'
kipuc__quq (i OR ii?)	'he will buy'		

In all these five words the vowel in question should be written double. The reason is this: In tamaani the consonant m preceding the vowel in question is geminated, in aptaanga the vowel in question is preceded by the consonant cluster pt, in kipuciiquq the u before c is lengthened, in aaluuyaaq the consonant l is preceded by the double vowel aa, and in taiciiqaqa the consonant c is preceded by the vowel cluster ai. Another example:

mernuss__y__gtuq 'he is too tired'

(i OR ii?) (a OR aa?)

The vowels in the two blanks are both pronounced long. But the first one should be written single, and the second one double: mernussiyaagtuq. This is because the first vowel in question is preceded by the non-lengthened single vowel u and the non-geminated single consonant ss (--remember that ss is a doubled letter representing a single sound--), while the second vowel in question has the sequence of the lengthened vowel (to be written with single i) and the non-geminated single consonant y.

7.3. The rule in 6.1 lengthens a vowel if the vowel belongs to the second syllable of a sequence of two open syllables. But it is only a prime vowel that is lengthened: the vowel e can never be lengthened. If the vowel e is in that position, the consonant following the e is geminated instead.

Examples:

nacetuq	he is on the lookout (nastuq HBC)
nipteqerru	please extinguish it! (nipteqarru HBC)
Mumessaq	personal name
Cikemaq	personal name

In the first word, syllabicated as na/ce/tuq, the e belongs to the second of the two succeeding open syllables. It is not a prime vowel, so that it cannot be lengthened. Instead, its following consonant t is geminated: [nacettuq]. In the second word, syllabicated as nip/te/qe/rru, the rr of the fourth syllable is geminated because the second of the sequence of open syllables (te/qe) has e. Likewise the two personal names have the ss and the m respectively geminated.

Each of the following words has e as the initial syllable which is open:

emera	his water
eneka	my house (enka HBC)
enelinga	make me a house! (enlinga HBC)

Gemination occurs in the same way on the consonant after the e of the second syllable: r of the first word, k of the second, and l of the third. In these three words the existence of the first syllable e is relevant to gemination, even if it is hardly audible: Without e this rule of gemination (7.3) does not apply. If you write the third word, for instance, like nelinga without initial e, it should be pronounced as [nelînga] because of the rule of lengthening, which form is not correct. So we cannot omit the initial e in writing these words, unless we use a certain device introduced in the next chapter (8.5).

EXERCISE I: Pronounce the following words and underline geminated consonants.

By syllabicating the words, explain why the consonants are geminated.

1.	Yupiit	Eskimos	11.	evvaat	harmonica
2.	cetuapiit	real belugas	12.	kassauguq	he is a white man
3.	yaqulepiit	real birds	13.	aturatuuq	he can put clothes on
4.	ayautaa	he takes it away with him	14.	ungaituq	he has no beard
5.	qanrutaa	he tells her	15	akeka / akaa (HBC)	ouch!
6.	taiciqua	I will come	16.	cacetuqun	something one depends on
7.	aquiciqua	I will play	17.	tangenguq	he is beginning to see
8.	miciiqua	I will land	18.	enemetuq / enmetuq (HBC)	he is in the house
9.	keggaa	it bites him	19.	engevi / engvi (HBC)	blow your nose!
10.	calluutuk	they$_2$ are fighting each other	20.	paluteqerru	please close it!

EXERCISE II: Connect each word with the correct meaning.

1.	cali	he makes them (something)	7.	tuqutak	they$_2$ kill it
	calii	more		tuqutaak	he kills them$_2$
2.	ayuq	Labrador tea	8.	piciquq	he will catch (game)
	ayuuq	it (fire) spreads		piciiquq	he will
3.	qayan	of his kayak	9.	acakaci	they are your aunts
	qayaan	your$_1$ kayak		acakaaci	you are his aunts
4.	qayapik	real kayak	10.	aman	of his back-packed thing
	qayapiik	two real kayaks		amaan	your$_1$ backpacked thing
5.	qalut	dip-nets		aaman	your$_1$ breast
	qaluut	they are dip-netting	11.	ata	he puts it on
6.	tekituq	he has arrived		ataa	let me see
	tekiituq	he doesn't have any ear-wax		aata	father

EXERCISE III. Choose the correct spellings.

1. his aunt (1. anani, 2. anaani, 3. anaanii)
2. he is target-shooting (1. napataquq, 2. napaataquuq, 3. napataquuq)
3. who is he? (1. kituga, 2. kituuga, 3. kitugaa)
4. it will land (1. miciquq, 2. miciiquq)
5. he is bringing him up (1. mayuta, 2. mayuuta, 3. mayuutaa, 4. mayutaa)
6. above it (1. qulini, 2. quliini)
7. he is telling us a tale (1. quliritakut, 2. quliiritakut, 3. quliritaakut 4. quliiritaakut)
8 I will buy for him (1. kipuyuciqaqa, 2 kipuuyuciqaqa, 3. kipuuyuciiqaqa, 4. kipuyuciiqaqa)
9. I am his younger sibling (1. uyuraqanga, 2. uyuuraqanga, 3. uyuraqaanga, 4. uyuuraqaanga)
10. it is their cooking pot (1. egatkat, 2. egaatkaat, 3. egatekat, 4. egaatekat, 5. egatekaat, 6. egaatekaat)
11. many silver salmon (1. qakiyarugaat, 2. qakiiyarugaat, 3. qakiiyaruugaat, 4. qakiyaruugaat)
12. as it is going to snow (1. qaniqatami, 2. qaniiqatami, 3. qaniqataami, 4. qaniiqataami)

EXERCISE IV: Write the following words in Yup'ik. You can only use vowels and stop consonants.

1. I am singing for him
2. white fish
3. they will put it in
4. it is theirs
5. it is for its cover
6. it is free, cheap
7. it is freezing
8. it is deep
9. he doesn't have sores
10. I don't know who he is

EXERCISE V: Fill the blanks with a single vowel (a, i, u, e) or a double vowel (aa, ii, uu). Remember that whether a vowel is long by nature (i.e. a double vowel) or by position (i.e. a single vowel lengthened) is determined by checking the preceding sounds, if any (7.2).

1. kic___quq it will sink
2. taqc___quq he will quit
3. elic___quq he will learn
4. pic___quq he will
5. pic___quq he will catch (game)
6. uuc___qaqa I will bake it
7. paqc___qaqa I will check it
8. kipuc___qaqa I will buy it
9. qay___t kayaks
10. qay___t their kayak
11. tam___na that one
12. tam___ni there
13. u___nga her husband
14. w___nga I, me
15. m___ni here
16. am___ni over there
17. am___t___ku 3 days hence
18. may___t___ he brings it up
19. may___r___ he climbs it
20. en___r___ he cannot reach it
21. en___r___ he nudges her
22. ak___t___q it is cheap, free
23. ak___t___q it is expensive
24. call___t___k they$_2$ can fight
25. call___t___k they$_2$ are fighting each other
26. ___k___ni this way (coming toward the speaker)
27. ___k___ni if it is done (cooked)
28. ___q___tua I burn myself
29. ___q___tua I find shelter
30. ___l___y___q swing
31. ___l___y___q oval shaped bowl
32. ig___l___kina would you write quickly?
33. ig___l___qina would you write often?
34. n___qiy___raa his way of reading
35. m___qiy___raa his way of taking a steam bath
36. ___nairut___ his deceased mother
37. at___tun___ he says she uses these
38. p___p___tuq she doesn't have a baby
39. k___vviary___m___tua I don't wish to have coffee
40. Q___r___t___rvik October
41. uq___maitess___y___gtuq it is too heavy

CHAPTER VIII

APOSTROPHE (1): GEMINATION AND NON-GEMINATION

8.1. The type of gemination introduced in the preceding chapter is the one which is automatically determined, and as such it is predictable from the context or position in which the consonant occurs. To be concrete, a single consonant is always geminated, if it is preceded by a single short (i.e. non-lengthened) vowel and followed by a double vowel or a vowel cluster (rule of gemination--7.1).

In some words, however, a single consonant preceded by a single short vowel is geminated, even though it is not followed by a double vowel or a vowel cluster. Pronounce the words for 'Eskimo (southwest Alaska)' and 'already, ago', for instance. They will be pronounced (but not spelled) as [yuppik] and [akka] respectively: Note that the geminated consonants p and k are both followed by a single vowel (i or a). This type of gemination cannot be explained by the gemination rule (7.1): It is not predictable from the context of the consonant. It is gemination by nature. Any consonant can have this kind of gemination.

Just as a vowel which is long by nature has to be written double in contrast to a lengthened vowel (i.e. long by position) which is written single, gemination by nature has to be indicated in some way. In the Yup'ik orthography an apostrophe (') is put between the consonant to be geminated and the following single vowel. Thus the two words above should be written as:

Yup'ik	Eskimo	ak'a	already, ago

Because it is marked by an apostrophe, gemination by nature is often referred to as "marked gemination."

Gemination is important in Yup'ik in that its presence or absence in some cases is all that differentiates the meanings of two words. You will understand this by comparing the following words.

taquq	braid	taquci	your braids
taq'uq	he quits	taq'uci	you quit
una	this one	uruq	tundra moss
un'a	one down there	ur'uq	it becomes watery
keggan	trunk of body	putukuk	two big toes
kegg'an	you$_1$ are biting it	put'ukuk	we$_2$ bend forward

Note the difference in syllable structure between the two words. The first syllable of taquq, for instance, is an open syllable (ta/quq), while that of taq'uq is a closed one because of the gemination on q (taq/'uq). Accordingly the u of taquci is lengthened, while that of taq'uci is not.

In some Yup'ik-speaking areas the following pairs of words have some differences in meaning depending upon whether they have gemination or not:

qilullagluni	(it) barking imitatingly	atullagluni	(he) singing imitatingly
qil'ullagluni	(it) suddenly barking	at'ullagluni	(he) suddenly singing

Note that the first words, without apostrophes, have lengthening on the second syllable: [qilûllagluni] and [atûllagluni].

An apostrophe indicating gemination is found in a number of personal names (especially their abbreviated forms).

Am'aq	(cf. amaq 'backpack')	Tun'aq
Man'aq	(cf. manaq 'fishing lure')	Tunrall'aq
Nuk'aq	(cf. nukaq 'second year beaver')	Sak'aq

8.2. Going back to the word *Yup'ik*, the apostrophe indicating gemination is necessary because the gemination on *p* is not predictable from the context in that the consonant is followed by a single vowel *i*. But, if the word takes a different form, e.g. *Yupiik* 'two Eskimos' or *Yupiuguq*, 'he is an Eskimo', in which the vowel *i* is followed by another vowel, the apostrophe is not necessary any longer: Gemination on *p* is explained by the rule (7.1). Compare the following examples:

taq'uq	he quits	ek'ut	they are on fire
cf. taquq	braid	ekuagaa	he burns it, it's burning
taqua	I quit / her braid	kuc'uq	(Y) chewing gum
kegg'an	you$_1$ bite it	kucuuguq	it is chewing gum
keggaa	he bites it		

8.3. An apostrophe is also used to indicate gemination on a consonant following an open syllable which otherwise would be lengthened because of its position. In spelling these words the apostrophe is put after the consonant. This use of the apostrophe is especially found in loanwords, a few suffixes, and personal names. Examples:

mulut'uuk / mulut'uutaq	hammer	(from Russian)
cf. mulutuuk	they$_2$ are always late in coming	
pelit'aaq	stove	(from Russian)
cf. pelatuuk	scarf	(from Russian)
esip'a(a)q[1]	zipper	(from Russian)
alap'aa	my, how cold!	(from Inupiaq)
alaq'aa	(Y.NI) is that so?	(")
cf. alakaa	he comes upon it	

---

1. For some people this word has *e* instead of *i* for the second syllable and has to be spelled *esepaaq* [(e)seppaaq], where an apostrophe is unnecessary because of the gemination rule in 7.3.

ucip'agtuq[1]	it has a lot of load
iqap'agtuq[1]	it is very dirty
piniq'apigtuq / piniqapigtuq[1]	it is very strong
puqik'apigtuq / puqikapigtuq[1]	he is very smart
qilay'uuq / qilayuuq	she is good at knitting
angyaliy'uuq / angyaliyuuq	he is good at making boats

Note that the presence or absence of an apostrophe may differentiate the meaning of two otherwise identical words. The first word, *mulut'uuk*, is pronounced *as if* it were *mu/lut/tu/uk*, while *mulutuuk* without apostrophe is pronounced as *mu/lu/tu/uk* [mulûtuuk]. The forms *piniq'apigtuq* and *puqik'apigtuq* [piniqqapigtuq] and [puqikkapigtuq] are used especially in Hooper Bay and some parts of the Yukon as a somewhat emphatic variant of *piniqapigtuq* and *puqikapigtuq* [pinîqapigtuq] and [puqîkapigtuq]. Only the latter forms are used in the other areas. The forms *qilay'uuq* and *angyaliy'uuq* are the alternate forms for *qilayuuq* and *angyaliyuuq* respectively.

The following personal names have an apostrophe of this type:

Nuqaq'aq
Tanuk'aq
Qalut'aq
Qulic'aq
Ciqill'aq
Akagg'aq
Paning'aq
Narull'aq

8.4. Another important use of the apostrophe is to indicate that a consonant is not geminated even if it is preceded by a single short vowel and followed by a double vowel or a vowel cluster. An apostrophe is put between two vowels in this case. Examples:

apa'urluq	grandfather (endearing), cf. ap'a
ama'urluq / amaurluq	poor guy carried on back
qulngunrita'arnek	nine

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[1] The *g* before *t* is pronounced like *gg*.

ugi'irtuq[1]	it (boat) beaches
pika'antukut	we are up there (HBC pikanetukut)

The p of the first word is not geminated, and its following vowel (a) is not lengthened. For the second word two forms are possible: One with an apostrophe which has no gemination on m and the other which has gemination on m because of the two vowels not separated by an apostrophe.

Compare this use of the apostrophe with the use of the hyphen (-) put between vowels introduced in Chapter XVII.

8.5. In those words given in 7.3 which have an initial e, the existence of e explains the gemination. So, even if the e is hardly audible, we cannot omit it in writing. But, by using an apostrophe to indicate the gemination we can do without the initial e. Thus:

mer'a / emera	drink!
nel'inga / enelinga	make me a house!
nek'a / eneka	my house

---

[1] The r before t is pronounced like rr as in carraq 'a little bit'.

EXERCISE I: Fill the blanks with a suitable stop consonant which has gemination marked by apostrophe.

1.	a__'uq	he puts something on
2.	ma__'aq	fish egg ice cream
3.	cu__'uq	the ice breaks up
4.	te__'aq	(food aged in) pit
5.	ne__'ik	genuine house
6.	ka__'acuk	pompom (hood of parka)
7.	e__'utacia	its depth
8.	qa__'agluni	(he) being in a dancing mood
9.	ke__'issuun	wedge for splitting
10.	pi__'uqngauq	he can catch things

EXERCISE II: Pronounce the following words, and find out which consonants are geminated. Not all the words have a geminated consonant. Some words need an apostrophe. Explain why it is needed and where it should be put.

1.	tengua	I fly, its liver
2.	tenguk	they$_2$ fly
3.	tenguk	liver
4.	tenguuk	two livers
5.	nerici	eat!
6.	neruci	you are eating
7.	neraqami	when he eats
8.	neriu	eat it!
9.	ikika	I suppose so!
10.	ikiki	so much!
11.	kegguq	it bites
12.	keggun	tooth
13.	emeqa	my water
14.	meqa	my water
15.	neqa	fish
16.	neka	my house
17.	eneka	my house
18.	eneliluni	(he) making a house
19.	nemi	in the house
20.	elarluni	(he) laughing
21.	ngelarluni	(he) laughing
22.	engelarluni	(he) laughing
23.	kuvuq	it spills
24.	kuvenrituq	it does not spill
25.	kuvinrituq	he does not spill (something)
26.	kuvevikaa	he spills something on it
27.	mana	this one
28.	manaa	his fishing lure
29.	Manaq	personal name
30.	matumi	in this one

31.	arinaq	(Y.HBC) aged fish head, meat
32.	arinaq	(Y.NI.HBC) sealskin knapsack
33.	kisun	sinker
34.	kiciiquq	it will sink
35	killuni	(it) sinking
36	angaquq	he is eager to go forward
37.	angaqaa	he takes it along
38.	angakaa	he is her uncle
39.	taru	human being
40.	tarru	go away! (against dogs)
41.	qanga	no!
42.	waqaa	hello!
43.	wallu	or
44.	palagguutaq	steamboat
45.	kulukuunaq	bell
46	mulukuuq	milk
47.	taiteqerru	please hand it over!
48.	kassaller	clumsy white person
49.	kassalleq	(BB) former priest
50.	kulaavkaaq[1] / pulaavkaaq[1]	safety pin
51.	tumemi	in the pathway
52.	imumi	at that place
53.	imumi	at that time
54.	anenerraarmek	from the newborn baby
55.	malissaat	prayers
56.	malaggaayaq	fur hat
57.	angukaraurluq	old man
58.	ulurnia[2]	he says it is slowly flooding
59.	ulurnia	he says she looked away
60.	kelaaskaq[1]	paint
61.	amaarqa[3] / amaraqa	I backpack it
62.	qularaani	just above it
63.	atullagluni	(he) suddenly starting to sing
64.	atuurkaq[3]	article to be used (for something)
65.	Maurlussaq	personal name
66.	Cikemaq	personal name
67.	Ayaginaar[3]	personal name

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[1] The v and s before k are pronounced like vv and ss as in avvutuk 'they$_2$ separate' and qassaq 'raw thing' respectively.

[2] This word, more exactly, needs an apostrophe between u and r (see 18.2) as well.

[3] The r before k or at the end of a word is pronounced like rr as in carraq 'a little bit'.

REVIEW II

EXERCISE I: Write T in ( ) if the statement is true, but F if false.

For the statements marked F, give the reason why they are false.

1. ( ) A word-final open syllable is not lengthened, even if it is the second of a sequence of open syllables.
2. ( ) The word for 'my kayak' should be spelled qayaaqa because the vowel after y is long.
3. ( ) If there are two consonant sounds (not letters) next to each other, syllable division is made before the two consonants.
4. ( ) If there is a single consonant between two vowels, syllable division is made between the first vowel and the consonant.
5. ( ) The vowel after n for the word 'he hears' is long by nature.
6. ( ) The vowel after l for the word 'he learns' is long by nature.
7. ( ) If two open syllables are followed by a consonant and a vowel, the consonant of the second open syllable is geminated.
8. ( ) If a consonant is geminated, it forms a closed syllable together with its preceding vowel.
9. ( ) If a geminated consonant is followed by two vowels, an apostrophe should always be added after the consonant.
10. ( ) If two successive open syllables are followed by a consonant and a vowel with an intervening apostrophe, the second open syllable is not lengthened but its following consonant is geminated.
11. ( ) No consonant clusters occur at the end of a Yup'ik word.
12. ( ) No vowel clusters occur at the beginning or end of a Yup'ik word.
13. ( ) If a consonant is geminated, it should be spelled double.
14. ( ) A vowel which is long by nature should be spelled double, but a vowel which is lengthened because of its position should be spelled single.
15. ( ) A consonant cannot form a syllable by itself, but a vowel can.
16. ( ) Any vowel can be lengthened and any consonant can be geminated.
17. ( ) The word for 'he digs it' begins with el instead of l.
18. ( ) An apostrophe put between two vowels indicates that the consonant preceding the vowels is not geminated.

Rev. 2

EXERCISE II: Fill the blanks with a suitable double vowel (aa, ii, uu) or a vowel cluster (ai, au, ui, iu, ia, ua). Note that the consonant preceding the filled double vowel or vowel cluster is geminated in all the words.

1.	il___	he adds to it
	il___	he adds to them
	il___	add (more) to it!
	il___	part of it
	il___	its interior
	il___	its interiors
	il___	his helper
2.	at___	sing!
	at___	his father
	at___	he puts it on
	at___	he puts them on
3.	taq___	I finish
	taq___	he finishes it
	taq___	he finishes them
4.	pil___	make something for him!
	pil___	he makes something for him
	pil___	he makes something for them
5.	pat___	he covers it / its cover
	pat___	cover it!
	pat___	he covers them / its covers
6.	ac___t	their aunts
	ac___t	their bottom
	ac___t	their aunt / their bottoms
7.	ar___q	it gets mashed / he makes ashes
	ar___q	it rots
8.	cet___q	beluga
	cet___q	he goes downstream
	cet___r	little bird
9.	nun___n	punishment
	nun___n	property (landed)
	nun___n	of his lands
10.	ay___n	thumb
	ay___n	because he left
	ay___n	as the fire starts blazing
11.	taq___q	food to take along
	taq___q	he decided not to
12.	tun___t	they sell it
	tun___t	they sell (something)
	tun___t	their backs
13.	ak___ni	on the other side of it
	ak___ni	in its hem
14.	an___q	stink beetle
	an___q	it escaped on him, got out
15.	taq___nga	I decided not to
	taq___nga	make me food to take along!
16.	qaq___tuk	they$_2$ finish their work
	qaq___tuk	they$_2$ have no middle fingers

EXERCISE III: Write the following forms in Yup'ik. You can only use vowels and stop consonants. All the forms begin with ac.

1. aunt
2. my aunt
3. our aunts
4. our$_2$ aunts
5. your aunts
6. your$_2$ aunts
7. his aunt
8. his aunts
9. his two aunts / their$_2$ aunt
10. their aunt
11. their aunts
12. their$_2$ aunts
13. she is his aunt
14. she is their aunt
15. she is their$_2$ aunt
16. she is my aunt
17. they are his aunts
18. they are their aunts
19. they are their$_2$ aunts
20. they are our aunts
21. they are our$_2$ aunts
22. they are your aunts
23. they are your$_2$ aunts
24. they$_2$ are his aunts
25. we are his aunts
26. we are their aunts
27. we$_2$ are his aunts
28. we$_2$ are their aunts
29. you are his aunts
30. you$_2$ are his aunts
31. you are their aunts
32. you$_2$ are their aunts

EXERCISE IV: Read the Yup'ik place names 1 through 4, and write down the place names 5 through 8 in Yup'ik by using only vowels and stop consonants.

1. Cev'aq
2. Qerrullik
3. Nunam Iqua
4. Nunakauyaq
5. Akiak
6. Eek
7. Ekuk
8. St. Michael (Norton Sound)

EXERCISE V: Complete the following words by filling the blanks with a single vowel or a double vowel and by placing the apostrophe wherever necessary.

1.	___qass___q	dried fish skin
2.	qil___y___q	she knits well
3.	at___tun___	he says he uses them
4.	tuq___rluqan	when the poor thing dies
5.	ac___q___naku	don't put it on!
6.	kit___c___taqa	I don't know who he is
7.	___rut___nrici	don't play hide and seek!
8.	___ciss___t___	her bread pan
9.	mic___ll___niuq	I see he wishes to land
10.	ay___gg___rluni	(he) after leaving
11.	neliq___taq___ni	when he is going to make a house
12.	c___t___ray___li	varied thrush (a kind of bird)
13.	nun___k___c___qaqa	it will be my village / land
14.	qanruc___m___t___t	they do not care to tell him
15.	y___qsik___pigtuq	it is very far
16.	atel___rai / atetui	he puts them on
17.	at___tak___c___m___tuq	he does not care to wait until later
18.	kul___k___naullin___luni	(it) being found to be a bell
19.	___rr___rr___rr___rr___ra	say (the expression said when one is tired from exertion) first!
20.	ik___nt___ten / ik___net___ten	you$_1$ are across there

CHAPTER IX

FRICATIVES (SINGLE)

9.1. The Yup'ik letters v, l, s, y, g, w[1], and r are called "fricatives." In pronouncing a fricative, the passage of air in the mouth is narrowed so that more or less audible friction is produced, while in the case of a stop, the passage of air is completely blocked for an instant. In either case, the passage of air through the nose is blocked with the soft palate touching the wall of the pharynx. A fricative is a continuing sound in that it can be continued as long as the breath lasts, while a stop is an instantaneous sound which cannot be continued.

9.2. As the five stops are different as to where the blockage is made in the mouth, so the fricatives are different as to where the narrowing is made. In terms of the points where the sounds are produced, v, l, s/y, g, and r correspond respectively to p, t, c, k, and q, so that they can be tabulated as follows:

	LABIAL	ALVEOLAR	ALVEO-PALATAL	FRONT VELAR	BACK VELAR
STOPS	p	t	c	k	q
FRICATIVES	v	l	s y	g	r
ARROW IN DIAGRAM I (page 24)	1	2	3	4	5

9.2.1. The labial fricative v is produced either (1) through the rounded opening of the protruded lips or (2) through the narrow passage between the lower lip and the upper teeth. In the case of (1), it is frictionless and resembles the English w as in we or wash, but in the case of (2), it has audible friction and resembles the English v as in rival or Ivan. In Hooper Bay, Chevak, and Scammon Bay generally the second pronunciation is heard. Pronounce the following words:

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[1] W will be explained in 13.1.

cavik	metal	avek	half
cavia	his metal	avga	half of it
aluvak	teardrop	cavluni	(he) rowing
aluviit	teardrops	cavun	oar
pavani	back there	kaviaq	red fox

Unless you are from those villages mentioned above, you may notice that the words in the left column have the frictionless w-like sound (1), while those in the right column have the v with friction (2). The word pavani as well as other demonstrative words with v (e.g. avani 'over there'), however, has the pronunciation of (1) everywhere even in Hooper Bay, Chevak, and Scammon Bay.[1] Compare the two v's in pavavet 'to back there' and its derived pavavirtuq 'he goes back there.'

Which pronunciation (1 or 2) is used for a v depends upon the words in which it occurs, or, more properly, upon the sounds surrounding it. In general a v between two single prime vowels (as in cavik, aluvak, pavani) has the pronunciation of (1), while a v next to e (as in avek), next to a consonant (as in avga), or followed by two vowels inside a single word element (technically called a "morpheme") (as in kaviaq) has the pronunciation of (2). This distinction applies in most (but not all) of the Yup'ik dialects other than the aforementioned one of HBC.

The v of cavia 'his metal' is followed by two vowels, but the word is originally from cavik with v followed by a single vowel within the word element ('metal') and the *a* belongs to another element ('his'). Hence the pronunciation of (1). This is also the case with *aluviik* from *aluvak*.

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[1] It is suggested that in HBC the pronunciation (1) as in this word be represented by the symbol ug so that it will not be mispronounced.

The *v* of *cavun* occurs between two single prime vowels, but the word derives from *cave*-'to row' with *v* followed by *e* (cf. *cavenrituq* 'he is not rowing'), hence the pronunciation of (2). This distinction applies in most of the Yup'ik villages other than the aforementioned ones.

The word *qavarvik* 'bedroom' has two *v*'s. The first *v*, which stands between two single prime vowels, has the pronunciation of (1), while the second, which stands next to the consonant, has the pronunciation of (2).

It is important to know that we cannot use the letter *w* for the frictionless sound of (1). It would be incorrect to write *cawik*, *qawarvik*, and so on. The letter *w* in Yup'ik orthography represents a different sound explained in 13.1.

9.2.2. The alveolar fricative *l* is produced with the tongue tip touching the upper teethridge to let the air escape through the openings by the sides of the tongue. It is similar to the English *l* except that the tongue is more elevated than the English *l* which is produced with a "sagging" tongue. Examples:

ulik	blanket	elituq	he learns
alililuni	(she) making a sleeve	qimulvak	big dog

9.2.3. The alveopalatal *s* is produced with the sides of the tongue tip touching the sides of the front palate to let air escape through the groove along the middle part of the tongue. It sounds like *s* as in English *easy* or *lose*. Examples:

tusek	shoulder	esiq	yolk
casit	what are you doing?	misvik	landing place

S is replaced with y (9.2.4) in some areas, e.g. Hooper Bay, where the words above are spelled cayit, tuyek, eyiq, and miyvik.

9.2.4. The y is produced almost at the same place as s: It is more palatal than alveopalatal. Unlike s, the sides of the tongue do not touch the sides of the front palate so that the friction is hardly audible. The relation of y to s is somewhat similar to that of the frictionless variety of v and the v with friction (9.2.1). The y sounds like the English y as in you. Examples:

qayaq	kayak	angyaq	boat
puyuq	smoke	agyaq	star

Y does not stand before a fricative except in those areas where y replaces s as mentioned in the preceding section (9.2.3).

In Lower Yukon villages (notably Kotlik, Mountain Village and Pilot Station), many people replace postconsonantal or geminated y with s: e.g. angsaq 'boat', agsaq 'star', qasaa 'his kayak'.

9.2.5. The front velar fricative g, which corresponds to the stop k, is produced by raising the back of the tongue towards the front part of the soft palate to narrow the passage of air. Compare the following:

kemka	my flesh	aki	other side, money, equivalent
kemga	his flesh	agi	go over!

Yup'ik g is not the same sound as English g. Remember that a fricative, which Yup'ik g is, is a continuing sound, while English g is a stop for which the back of the tongue touches the front part of the soft palate to block the passage of air. Compare g as in Yup'ik egan with g as in English gun. Examples:

agi	go over!	uginaq	sea lion
egaleq	window	ugna	one down river

9.2.6. The back velar fricative r, which corresponds to the stop q, is produced by raising the back of the tongue towards the back part of the soft palate to narrow the passage of air. There is no equivalent, or even similar, sound in English. Compare the following:

qaliqaq	outer covering as on a house	uquq	oil
qaliraq	extra covering	uruq	tundra moss
nemqa	my bandage		
nemra	his bandage		

Further examples of r:

ari	make ash!	erinak	two voices
iru(q)	leg	arveq	whale

As k and q are different sounds to be clearly distinguished in Yup'ik, so are g and r. Replacement of one with the other brings difference in meaning as in agi 'go over!' vs. ari 'make ash!' above. See also the following pairs:

egneq	juice	agaani	across there
erneq	day	araani	in its ash
ivgarluni / igvarluni	(he) coming into view	agna	one across there
ivrarluni / irvarluni	(he) wading	arnaq	woman

9.3. The rules for syllable division given in 5.1 and 5.2 apply to fricatives as well. For example, cavun, cavluni, and qimulvak should be syllabicated as ca/vun, cav/lu/ni, and qi/mul/vak.

If you check through the Yup'ik words in 9.2 for syllabication, you will notice that fricatives can be combined in two-consonant clusters, but only in the middle of a word (see 5.3). You might also notice that the fricatives given in 9.2 are all found in the middle of a word and next to a vowel, a nasal (m, n, ng) or another (different) fricative, but not next to a stop. The significance of this distribution will be explained in the next chapter.

The following are examples of all the possible combinations of two unlike fricatives:

lv	qulvani	way up high	vy	kuvyaq[2]	net
sv	usviituq	he is crazy	ly	mulya(g)aq[2]	small nipple
yv	uyviituq (HBC)	he is crazy	sy	qusyuituq	he never coughs
gv	cigvik	nose piece	gy	agyaq[2]	star
rv	arveq	whale	ry	taryuq[2]	salt
vl	qavluq	eyebrow	vg	kevgaq	messenger, helper
sl	tuslek	one with shoulders	lg	yaqulget	birds
yl	tuylek (HBC)	one with shoulders	sg	qasgiq	community house
gl	ayagluk	let us$_2$ go	yg	qaygiq (HBC)	community house
rl	curluq	nasal passage	rg	-----	-----
vs	ivsuk[1]	drizzle	vr	ivruciq	wading boot
ls	qulsugtuq (Kotlik)	it costs ten dollars	lr	malruk	two
ys	-----	-----	sr	asriq	naughty child
gs	ugsuuq[1]	you$_1$ there (toward door)!	yr	ayriq (HBC)	naughty child
rs	(caqat) nersit[1]	(what) are you$_1$ eating?	gr	tugrun	ice pick

Consonant clusters in which a fricative combines with a stop or a nasal will be dealt with in later chapters (10.3, 11.1, 14.4, 15.2).

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1. ivyuk, ugyuuq, etc., in HBC (see 9.2.3).
2. kuvsaq, agsaq, etc., in a part of Yukon (see 9.2.4).

EXERCISE I: Fill the blanks with a suitable fricative letter (v, l, s, y, g, r):

1.	i__ua	its inside
	i__ua	his leg
2.	i__an	your$_1$ mark
	i__an	your$_1$ relative
3.	a__u(q)	Labrador tea
	a__u(q)	sole of foot
	a__u / angu	don't!
4.	e__iq	egg yolk
	e__iq	milt
5.	ca__i	more
	ca__it	what are you$_1$ doing?
	ca__it	flounder, halibut
	ca__ik	metal
6.	cu__aq	leaf, tobacco
	cu__aq	blueberry
7.	cu__uk	quill of feather
	cu__uk	two bedding skins
8.	ca__un	oar
	ca__umik	left hand
9.	ii__ia	he is making an eye for it
	ii__ia	he is hiding something of his
10.	e__mian	right away!
	e__mian	because he is washing his face
11.	nu__aq	hair
	nu__aq	fawn
12.	ne__eq	north
	ne__enrituq	he is not eating
13.	tu__un	your$_1$ ivory
	tu__un	your$_1$ mail order
	tu__un	object stuck in throat
14.	pai__an	you$_1$ are staying with him
	pai__an	you$_1$ are licking it
15.	i__aluq	moon
	i__aluq	(HBC) sinew
16.	nav__an	your$_1$ borrowed thing
	nav__an	you$_1$ break it
17.	ke__gan	you$_1$ invite him
	ke__gan	your$_1$ helper
18.	pu__luni	(it) surfacing
	pu__luni	(it) being swollen
19.	ta__yuituq	it has no salt
	ta__yuituq	he does not come up
20.	i__niaqa	I said I swallowed it
	i__niaqa	my child
21.	mana__ni	his own two fish hooks
	mana__ni	say you are hooking!
	mana__ni	on your$_1$ fish hooks

EXERCISE II: Fill the blanks with a suitable cluster consisting of two fricative sounds, and read the sentences.

1) Naken pu__ __it? 'Where did you$_1$ emerge from?' 2) Tu__ __a tamaraa. 'He lost his ice pick.' 3) Atu__ __u__ __aaqua. 'I would like to sing.' 4) Ele__ __eraat ne__ __iliut. 'The Chinese are making a cafeteria.' 5) Ka__ __aqnek ne__ __iiqnak. 'Don't keep eating bear-berries!' 6) Irniaruaran e__ __aik mu__ __ituk. 'Her doll's breasts do not have nipples!' 7) Qi__ __uitut aqe__ __it. 'The ptarmigan have no down on them.' 8) Ke__ __aanga nerucu__ __ua. 'He invited me to eat with him.' 9) Nasau__ __uq a__ __enrituq. 'The young lady is not menstruating.' 10) Qimu__ __ak ca__ __ulikiu. 'Please make a fence for the big dog!' 11) Pela__ __ik a__ __aituq. 'The flag pole is strong.' 12) Ma__ __ik a__ __iuguk. 'The twins are naughty.' 13) Ke__ __aa ci__ __ili__ __uni. 'His messenger having many nosepieces.' 14) Ca__ __uni a__ __uraa kuik. 'Rowing, he goes up the river.' 15) Kiu__ __uuq, camek ne__ __it? 'You$_1$ inside, what are you$_1$ eating?' 16) I__ __a__ __uten a__ __iu__ __u. 'Take it across by wading!' 17) U__ __u__ __iavnek na__ __i__ __u. 'Show him the bow which you$_1$ made!' 18) Ega__ __ak ku__ __uku tai__ __u. 'Empty the large cooking pot and give it to me!' 19) A__ __u__ __at pe__ __a__ __uteng. 'The rainbows being bowed.' 20) Pate__ __uku cii__ __u cii__ __a(a)q. 'Smash the dragonfly by slapping it!' 21) Mi__ __ik yu__ __iraat na__ __uumiin. 'They are looking over the airport because it is broken up.' 22) U__ __unek (BB) aiu__ __inek atu__ __uuq. 'He always wears blue pants.' 23) Yaqu__ __et ku__ __u__ __uteng qa__ __iagut. 'The birds protecting their young are crying.' 24) Uu__ __iagiki a__ __eret keni__ __aaguma__ __iit. 'Please cook the walrus more as they are not well done!'

CHAPTER X

FRICATIVES (SINGLE) - CONTINUED

10.1. The fricatives in the words cited in the preceding chapter (9) are all found to occur only in the middle of a word, and that next to either a vowel, a nasal or another (different) fricative.

Examples of s:

casit	what are you$_1$ doing?	MEDIAL	(between vowels)
asmuq	it breaks	"	(next to nasal)
ivsuk	drizzle	"	(next to fricative)

The sound represented by s, in these contexts, is called a "voiced" sound. The voice of a voiced sound is produced by vibrating the vocal cords located inside the voice box or "larnyx." You can feel the vibration by putting your fingers on your Adam's apple while pronouncing the s sound long.

10.2. A fricative can also stand next to a stop in the middle of a word, constituting a consonant cluster together with the stop. Not only this, but some fricatives can also stand at the beginning or end of a word. Examples of s:

pista	servant	MEDIAL (next to stop)
sayak	red salmon	INITIAL
us'	you$_1$ (here!) (= usuuq)[1]	FINAL

The sound represented by s in the contexts above is called a "voiceless" sound, as contrasted with the voiced sound occurring in the context of the preceding section. A voiceless sound is characterized by the lack of the vocal cord vibration. You will not feel the vibration in the Adam's apple in the case of a voiceless s.

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[1] See 11.3 for the apostrophe of us'.

Check this with all the examples above. Compare the two s's in the English word season: The first s is voiceless, the second voiced. In this connection it should be noted that Yup'ik stops (p, t, c, k, q) are all voiceless and Yup'ik vowels (a, i, u, e) are basically voiced.

10.3. Fricatives v, l, s, (but not y), g, and r are voiceless if next to a stop (or any voiceless consonant for that matter). This is because the adjacent stop which is voiceless assimilates the fricative by "devoicing" it.

The voiceless sounds of v, l, s, g, and r can be produced in the same way and in the same positions as the corresponding voiced sounds except that the vibration of the vocal cords does not occur in the case of voiceless sounds.

People whose mother tongue is English may have some difficulty in pronouncing the voiceless l, g, and r. But English has the contrast between the voiced v (as in vine) and its voiceless counterpart which in English orthography is represented by the letter f (as in fine) or between the voiced s (as the second s of season) and the voiceless s (as in the first s of season). So English speakers should have some idea of the difference between a voiced and a voiceless fricative. Pronounce the sequence vvvvffffvvvvffff... continuously, and you may get some feel of the difference between a voiced and a voiceless fricative. Then try transferring that feel to the voiced and voiceless pairs of l, g, and r. (You should not think from this that the Yup'ik voiceless sound of v is represented by f. The Yup'ik alphabet does not use f. The same letter v is used to represent both a voiced and a voiceless sound. This is also the case with the other fricative letters).

Compare the following words. The fricatives in the words of the left column, which stand before the stop t, are voiceless, while the fricatives in the words of the right column, which stand between two vowels, are voiced.

	VOICELESS		VOICED	
v	kavtak	hailstone	cavun	oar
l	nerelta	let us eat!	aluq	sole of foot
s	neresta	louse, eater	casit	what are you$_1$ doing?
g	ikigtuq	it tilts forward	egaleq	window
r	ikirtuq	it opens	erina(q)	voice

The words in the left column can be syllabicated according to the rules (5.1 and 5.2) as kav/tak, ne/rel/ta, ne/res/ta, i/kig/tuq, and i/kir/tuq.

These fricatives not only stand before t as in the examples above, but before any other stop. They can occur after any stop as well. The following are examples of all the possible combinations consisting of a fricative (v, l, s, g, r) and a stop (p, t, c, k, q):

vp	navpigtuq	it really breaks	pv	nipvailgan	before it (fire) goes out
vt	kavtak	hailstone	tv	ketvanun	way down there
vc	qavcin	how many?	cv	-----	-----
vk	kevkartuq	it (rope) breaks	kv	ekvik	cliff
vq	ivquni	if he wades	qv	aqvalaku	let me fetch it!
lp	elpet	you$_1$	pl	aplaku	let me ask him!
lt	nerelta	let us eat	tl	atliq	saucer
lc	nerelci	ones you ate	cl	acliq	(Y) saucer
lk	elkek	them$_2$	kl	mikluni	(he) being small
lq	alqaq	elder sister	ql	puqla	heat
sp	qaspeq	cloth cover parka	ps	qipsak / qipsaq	screw
st	neresta	louse, eater	ts	atsaq	berry
sc	nerescirtuq	he is infested with lice	cs	acsaq	berry
sk	caskuk	weapon	ks	uksuq	winter

sq	nasquq	head	qs	aqsaquq	abdomen
gp	acagpak	big aunt	pg	ipgaqami	whenever it is sharp
gt	ikigtuq	it tilts forward	tg	nutgu	shoot it!
gc	negcik	gaff	cg	qecgu	jump over it!
gk	melugkaq	tobacco	kg	ikgetut	they are few
gq	iggaqut	they are falling down	qg	uqgetut	they are light (in weight)
rp	qayarpak	big kayak	pr	apran	you$_1$ say it
rt	ikirtuq	it opens	tr	atra	his name
rc	arca	quiet!	cr	anacruq	front component of gun sight
rk	ararkaq	birch tree fungus	kr	akra	its (spear) barb
rq	merqai	he waters them	qr	iqra	his mouth-corner

10.4. Unlike v, s, l, g, and r, the frictionless fricative y is always voiced wherever it occurs. Examples:

yuk[1]	person	nutvuuq	he is good at shooting
ayaqyuqtuq	he wants to go	Pekyun	Monday

10.5. Except for y which is always voiced, fricatives are voiceless at the beginning or end of a word as well as next to a voiceless consonant (10.3).

10.5.1. Aside from y the fricative which frequently occurs at the beginning of a word is s. Examples:

savak	red salmon	suqtuuq	he is tall

In Yup'ik no consonant cluster is permitted at the beginning or end of a word. The only exception is that some loanwords from Russian or English have the word-initial cluster *sp-*, *st-*, or *sk-*. Examples:

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[1] In Chevak this word occurs as cuk. Initial y is replaced with c in some words in HBC: e.g. yaquq / caquq (HBC) 'wing'.

spickaq / spiickaq	match	(Russian *spička*)
stuuluq	table	(Russian *stol*)
skuuluq / skuulaq	school	(Russian *skola* or English)

In some areas, however, an *e* is added at the beginning of a word to avoid word-initial clusters (hence *espickaq* and *estuuluq*) or inserted between the two consonants (*sepickaq* and *setuluq*).

10.5.2. Fricatives other than *s* and *y* occur very rarely at the beginning of a word.[1] Example:

lumarraq	shirt	(Russian)

The word, however, is also pronounced with the voiced initial *l* by many people. This pronunciation is represented by *'lumarraq* with initial apostrophe, as will be introduced in 11.2.

10.5.3. Fricatives occur at the end of a word, but not frequently. A relatively common fricative at the end of a word is *r*. Examples:

atler	funny name	(cf. *atleq* 'former name')
tugkar	ivory	(*tugkaraq* in some areas)
qayacuar / qayaksuar	small kayak	(*qayacuaraq* / *qayaksuaraq* in some areas)

Other fricatives also occur at the end of a word, but only in abbreviated forms with the final part of the words dropped: see 11.3.

10.5.4. There are a number of words which sound as if they begin with a voiced fricative. But actually they begin with *e*, which is hardly audible.

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[1] See 13.1 for word-initial *w*.

Examples:

evineq	small grassy island	evaluni	(it) nesting
esiq	(K.B3) yolk of egg	esiqa	my yolk of egg
elituq	he learns	elagaqa	I dig it
egaleq	window	egumuq	the seam comes undone
erinaq	voice	eritarluku	plucking it

The initial e in these words constitutes a separate syllable. According to the rules (5.1 & 5.2), they should be syllabicated as e/vi/neq, e/siq, e/li/tuq, and so on. The existence of e explains the lengthening of the second syllable of these words: It cannot be omitted in writing (see 6.4). Another case in which a word sounds as if it begins with a fricative is mentioned in 11.2.

EXERCISE I: Find out whether each fricative letter represents a voiced or voiceless sound in the following words. Check in what context a fricative letter is pronounced voiceless.

1.	elagaa	he is digging it	6.	misvĩliut	they are building an airport
2.	elagtuq	he is digging	7.	kela'askaq	paint
3.	yucuar	small person	8.	qulngunrita'ar	nine
4.	yucuarmek	(from) small person	9.	Asaacaryaq	Mountain Village
5.	sugtulria	one who is tall	10.	Kuigpagmiu	Yukoner

EXERCISE II: Fill the blanks with g̲ or r̲, which are both voiceless in all the words.

1.	e__can	as it dawns	8.	qaya__put	our kayak
	e__can	as it is tossed		qaya__put	our two kayaks
2.	pe__taa	he releases it	9.	iki__tuq	it opens
	pe__taa	he bends it		iki__tuq	it tilts forward
3.	nu__taa	he is fishing it out	10.	eve__taa	he causes her to get something in her eye
	enu__taa	he did not reach it		eve__taa	gather grass!
4.	ciu__tuq	he is wringing something	11.	it__a	come in!
	ciu__tuq	he tilts his head backward	12.	i__ta	animal den
5.	pat__an	of his bone marrow	13.	nat__iik	their little area of floor
	pat__an	you$_1$ patted him	14.	na__tiik	their$_2$ snag
6.	a__turaa	he touches it	15.	pai__paa	oh! how I licked!
	a__turaa	he cannot manage. bear it	16.	kai__paa	I'm hungry!
7.	kenu__tuq	he turns flashlight on something	17.	anuqli__paa	how windy!
	kenu__tuq	she is putting make-up on			

EXERCISE III: Fill the blanks with a suitable cluster consisting of a stop followed by a fricative.

1.	ta__ __artuq	he is lying on his back
	ta__ __artuq	it would be too long
	ta__ __artuq	it is a little too long
2.	ta__ __ia	his pupil (eye)
	ta__ __ia	maybe he finished it
3.	i__ __ai	his berries that he picked
	i__ __ai	his fish hooks and lines
	i__ __ai	he enters their house
4.	i__ __ua	he told him a lie
	i__ __ua	getting myself out of view
5.	i__ __a	come in!
	i__ __a	his mouth corner
6.	pe__ __un	your$_1$ egg
	Pe__ __un	Monday
7.	qa__ __iuq	maybe he resubmerged
	qa__ __iuq	it is stinging

EXERCISE IV: Fill the blanks with a suitable cluster consisting of a fricative followed by a stop.

1.	na__ __ut	where we are
	na__ __ut	heads
	na__ __ut	they snagged
2.	yua__ __a	one I searched for
	yua__ __a	I am searching for it
	yua__ __a	let us search!
3.	pai__ __aa	he puts it out in view
	pai__ __aa	let him baby-sit you!
	pai__ __aa	he is the one he baby-sat
	pai__ __aa	you there, baby sitter!
	pai__ __aa	oh! how I licked!
4.	pe__ __aa	he releases it
	pe__ __aa	he bends it
5.	e__ __an	you$_1$ are deflating it
	e__ __an	as it is deflated
	e__ __an	you$_1$ are throwing it
	e__ __an	when the oil renders from it
	e__ __an	as it is tossed
6.	ca__ __aaraa	he is touching it
	ca__ __aaraa	he is touching it first
	ca__ __aaraa	he is scattering it first

EXERCISE V: Fill the blanks with a suitable cluster consisting of a stop and a fricative, and read the sentences.

1) Uu__ __iigatut ma__ __iit. 'The bearded seals take a long time to cook.'
2) Iia__ __uk ke__ __a__ __uq. 'The cord breaks.' 3) Tu__ __uu__ __a
ipe__ __uk. 'My scissors are sharp.' 4) Pi__ __utet atu__ __i. 'Follow the
rules!' 5) Qa__ __uluni atu__ __a__ __uq. 'He is singing very loudly.'
6) Kana__ __iit me__ __uqe__ __ut. 'The muskrats have fine fur.' 7) Tu__ __at
ta__ __iyaa__ __ut. 'The planks are too long.' 8) U__ __e__ __a__ __uq
i__ __u__ __aunaku. 'Don't lie to him, he believes anything.' 9) Tama__ __utun
akili__ __a nere__ __a. 'I paid $1.00 for the food I ate.'
10) A__ __a__ __aungami qes'utka__ __iuq. 'Because he has a big belly, he
bought a waist band.' 11) Tu__ __akaan nere__ __anritaa. 'He did not feed him
any more because he keeps choking.' 12) Cu__ __ailgan kui__ __un ava__ __iquq.
'He will travel on the river before it breaks up.' 13) Na__ __ulinek
qanta__ __itaa. 'He gave him breakable dishes.' 14) Qelu__ __iaqa
akilite__ __aitaqa. 'I have not paid for my guitar.' 15) Qa__ __aqa mui__ __uq.
'My pail is full.' 16) A__ __ilirluni yuu__ __e__ __uq. 'He is drinking tea
using a saucer.' 17) Qe__ __i__ __uq e__ __uulum qainga. 'There are lots of
scales on the table.' 18) Anga__ __um ca__ __aarluku assiri__ __araa.
'The shaman cured him by laying his hands on him.' 19) A__ __akiu nuli__ __an
ayaka__ __ailgan. 'Go get your$_1$ bride to be before she runs away.'
20) E__ __egituq iqe__ __uqa. 'My little finger is numb.'
21) Elitnau__ __ailami qite__ __uituq. 'He does not speak English since he
has not gone to school.' 22) Qa__ __inek ne__ __u__ __a? 'How many fish does
he want?' 23) Qaku aya__ __i__ __it? 'When will you$_1$ go?'
24) Ne__ __i__ __ut qimu__ __et. 'The dogs are noisy.'

CHAPTER XI

APOSTROPHE (2): NON-DEVOICING, ETC.

11.0. In Yup'ik orthography the apostrophe (') is used for several different purposes. Some of the uses were introduced in Chapter VIII, and a few more are introduced in this chapter.

11.1. According to the rule in 10.3, a fricative, if next to a voiceless consonant (e.g. a stop), is voiceless. Thus, in the word:

atlirtuq	he is using a saucer

the *l* and *r* are voiceless because they are next to the stop *t*. But a number of words have a fricative pronounced voiced even though it is next to a stop. In such words, in order to indicate that the fricative is voiced in spite of its position, an apostrophe is put between the two consonants. Thus:

at'lirtuq	he has many names

in which *l* is voiced as contrasted with the *l* of *atlirtuq* above (*r* being naturally voiceless in either word). Syllable division is made in the same way: *at/lir/tuq* and *at'/lir/tuq*.

There are, however, not as many clusters of a stop and a voiced fricative as there are clusters of a stop and a voiceless fricative. There is a degree of variation depending upon the areas: In certain dialects some of the clusters are replaced with clusters of a stop and a voiceless fricative.

11.1.1. Clusters of a stop followed by a voiced fricative. Examples:

nut'ga	shoot repeatedly!

cf. nutga	his gun
nat'raq	sole of skin boot
cf. natra	his floor
at'lek / atlek	one with a name
cf. atleq	former name
qup'luq (Y.HBC.NI)	larva, maggot
cf. cupluq	pipe
aq'vici	run!
cf. aqvaciki	fetch them!
taq'lartuq (K.BB) / taqlartuq	he finishes
kitlartuq / kit'elartuq	it sinks

11.1.2. Clusters of a voiced fricative followed by a stop. For these a voiceless fricative replaces a voiced fricative in the Kuskokwim and Bristol Bay areas. Examples:

qul'tun / qultun (K.BB)	for ten dollars
cf. qaltaq	bucket
ig'tuuq / igtuuq (K.BB)	he knows how to swallow
cf. igtuq	it falls
ner'qertuq / nerqertuq (K.BB)	he eats a little
cf. nerqan	you$_1$ are feeding him
ner'ciquq / nerciquq (K.BB)	he will eat
kuv'ciquq / kuvciquq	it will spill
sal'kuuyaq / cal'kuuyaq / salkuuyaq / calkuuyaq	a kind of casserole
pal'tuuk / paltuuk (K.BB)	coat
al'qaq (HBC) / alqaq (K.BB.Y)	elder sister
il'quq (HBC) / ilquq (K.BB.Y)	brain

11.2. A number of words written in the Yup'ik orthography begin with a fricative (especially *l*) preceded by an apostrophe. Examples:

'lagiq	goose	'laavkaaq	store, frame building
'luuskaaq	spoon	'lavisqa(a)q	attic
'lumarraq	shirt, cloth		

The apostrophe in these words is used to indicate that the fricative *l* is voiced in spite of the word-initial position. Without the apostrophe the *l* should be pronounced voiceless according to the rule that a fricative at the beginning of a word is voiceless (10.5).

A majority of words of this kind which begin with the apostrophed *l* are loanwords from other languages, notably from Russian.

The word for 'shirt' above is also pronounced by some people with a voiceless *l*. In this case, it should be written as *lumarraq* without an apostrophe, as mentioned in 10.5.2.[1]

Examples of fricatives other than *l* preceded by an apostrophe are very rare:

'viuq	gray-cheeked thrush
'gilertuq / 'gil'ertuq	it is moving (also *egilertuq*)
'verun	foreign object in eye (*evrun* HBC)

If the last word is written *everun*, the *r* would be geminated by the rule of 7.3. The plural form *'verutet* with lengthening of the *u* indicates that the *ve* is not preceded by any other syllable (such as *e*).

You may remember, in this connection, that the words given in 6.4, which sound as if they begin with a voiced fricative, are nevertheless written with an initial e. Then the question may arise: should we write the words above with initial e instead of an apostrophe? The answer is that we should not, however. Compare the following words which both sound as if they have the same voiced fricative l at the beginning:

---

[1] Since the word-initial *l* is voiced in most of the words, some people tend to drop the apostrophe and write like *lagiq*, *luuskaaq*, *lumarraq*, and so on. In that case they would have to write like *llumarraq* for the variant which begins with voiceless *l*.

elagaqa	I dig it	(syllabicated as e/la/ga/qa)
'lagiqa	my goose	(" " 'la/gi/qa)

In the first word the vowel a of the syllable la is lengthened, while in the second word the vowel i of the syllable gi is lengthened. This shows that the syllable la of the first word should be preceded by another syllable e, but the syllable la of the second is not.

Compare also elavelta 'let us crouch' (e/la/vel/ta) vs. 'lavisqaq ('la/vis/qaq) 'attic', (although 'lavelta is also used by some people).

See also 12.5, 15.2 and 15.4 for this use of an apostrophe to indicate that the sounds are voiced in spite of the position.

11.3. Another use of an apostrophe is to indicate that the word is an abbreviated form with the final part dropped. Examples:

us'	you$_1$ (here)!	from usuuq
Angal'	Angalgaq!	from Angalgaq (personal name)
tua-l'	and then	from tua-llu
naug' / naag'	where?	from naugga (corresponding to nauwa in other areas, cf. 13.1)
kaig'	how hungry!	from kaigpaa

Note that the final s of us' and l of Angal' are both voiceless in accordance with the rule that a fricative at the end of a word is voiceless (10.5), while the s and l of the full form usuuq and Angalgaq respectively are voiced.[1]

11.4. The last of the uses of an apostrophe as explained in this chapter is related to the nasal sound *ng*.

As mentioned in 1.2, *ng* represents a single sound. It is the same sound as *ng* in English *singer*. The word

ungani   his (own) beard

which has five sounds, *u*, *ng*, *a*, *n*, and *i*, is to be syllabicated as *u/nga/ni*: A single consonant, which *ng* is, between two vowels constitutes a syllable together with the following vowel (5.1).

But, since a fricative can combine with a nasal in the middle of a word (9.3), it so happens that the two sounds *n* (nasal) and *g* (fricative) can combine into a consonant cluster. This cluster should be distinguished in Yup'ik writing from the single nasal sound *ng*, although English orthography uses *ng* for different sounds as in *singer* vs. *finger*. An apostrophe is used for this purpose, as in the word:

un'gani   down there

which has six sounds *u*, *n*, *g*, *a*, *n*, *i*, and is to be syllabicated as *un'/ga/ni*: Two consonants next to each other (as *n* and *g* here) belong to different syllables (5.2).

The following are some examples of this use of an apostrophe to separate the nasal *n* and the fricative *g* (like *n'g*) as contrasted with the single nasal *ng*:

---

[1] Some people prefer to write double the voiceless fricative at the end of abbreviated words: *uss'*, *Angall'*, and *tua-ll'*. In this way it is possible to differentiate in writing *Angall'* (with voiceless *l*) from *Angal'* (with voiced *l*) which latter form is sometimes--though not often--heard. Still some other people suggest not to use an apostrophe for abbreviation at all, but to use it for indicating the word-final voiced fricative to be parallel with the word-initial apostrophe (11.2).

tan'gercetuq	it is dark
cf. tangercetuq	he lets himself be seen
tan'gerpak	crowberry
cf. tangerpak	(Y) big seal blubber
can'giiq	(K.BB) blackfish
can'get	blades of grass
cf. cangerlak	bad season (epidemic, starvation)

EXERCISE I: Syllabicate the following words, and find out whether each fricative letter represents a voiced or voiceless sound.

1.	eltuq	it is leaking air	11.	arvinlegen	six
2.	elituq	he learns	12.	arvinelgen	"
3.	'lagirpak	big white fronted goose	13.	it'gagka	my two feet
4.	asveret	walruses	14.	nutgagka	I shot them$_2$
5.	asevret	"	15.	nut'galuni	he shooting repeatedly
6.	neplirtuq	it is noisy	16.	ner'cetaaq	poison bait
7.	nep'lirtuq	it has many sounds	17.	nercetaaq	(K) " "
8.	anngaq	elder brother	18.	tan'gerliq	black bear
9.	an'gilaq	angel	19.	tangerciquq	he will see
10.	anglanarquq	it is fun	20.	serluni / cerluni	he perspiring

EXERCISE II: Put an apostrophe wherever it is needed to represent the pronunciation adequately. In some of the words no apostrophe is needed, and in others you may disagree with other persons depending upon where you are from.

1.	luuskaaq	spoon	11.	mingqutliuq	he is making a needle
2.	eklartuq	it catches on fire	12.	ipgiluku	making it sharp
3.	nanguq	it is all gone	13.	nerqatartuq	he is about to eat
4.	cuqliu	may that he measure it!	14.	natliqsit	where are you$_1$ ailing?
5.	cuqliu	make a measure for it!	15.	qatga	his thorax
6.	qutraaq	sandhill crane	16.	qatgat	chest
7.	itrutaa	he takes it in with him	17.	qitvutuk	they$_2$ speak English to each other
8.	utrutaa	he returns it	18.	mingunrituq	it is not a wake
9.	putiilkaaq / putiilekaaq	bottle	19.	mingunrituq	it is not being painted
10.	qatriluni	it becoming white	20.	tepliuq	he is making fermented food

EXERCISE III: Fill the blanks with a suitable consonant cluster consisting of a stop and a fricative, and pronounce the words. Some clusters need an apostrophe between two consonants.

1) I__ __aa pu__ __iartuq. 'His foot is very swollen.' 2) Pa__ __uuk qullsurtuq / qul'ssurtuq. 'The jacket costs $10.00.' 3) Ene__ __i qilii ku__ __irtuq. 'The ceiling of your house has many drips.' 4) A__ __allagtuq nuka__ __iaq. 'The man (in his prime) suddenly started running.' 5) Qaillun a__ __arta (aperlarta)? 'How is it pronounced / what is it called?'
6) Ila__ __ugpak ke__ __aalugtuq. 'The large cord finally breaks.'
7) Mingqu__ __eng tamaraat. 'They lost their needle.' 8) Qi__ __utaa aanani. 'He talked English to his mother.' 9) A__ __ek allayugmek taiguq. 'The one with a strange name is coming.' 10) Kaviamek i__ __iuq i__ __iinun. 'He lost the fox by its entering its den.' 11) Niptaa cu__ __erluku. 'He extinguished it by blowing hard on it.' 12) E__ __et ka__ __aqunii. 'Don't you give me a shot!' 13) Ne__ __iquq ne__ __ikaminek. 'She caught a lot of fish to cut up.' 14) Na__ __aa__ __umaaqa a__ __e__ __enun. 'I want your older sister to try it.' 15) Ipe__ __araa i__ __iluku i__ __ialan. 'He is sharpening it as it is dull.' 16) Ca__ __a__ __iki a__ __uten? 'What do you do with your clothes?' 17) Nere__ __ai__ __u__ __i nerici. 'Eat, if you haven't eaten.' 18) A__ __et mingu__ __aitai. 'He has not painted the stairs.' 19) Ne__ __i nange__ __aituq. 'Your food has not all been consumed.' 20) Ta__ __i ima__ __uut. 'His veins are turgid, full.'
21) Ciin una ni__ __aka__ __a? 'Why does this one (light, fire) keep going out?' 22) A__ __aqu__ __aunak akulii__ __un. 'Don't run among them!'
23) Ne__ __i__ __iniuq. 'I see he caught a lot of fish.'

REVIEW III

EXERCISE I: Write T in (   ) if the statement is true, but F if false.

For the statements marked F, give the reason why they are false.

1. (   ) In pronouncing a fricative sound the passage of air in the mouth is completely blocked for a moment.

2. (   ) As the stop p corresponds to a fricative v, so does q to g.

3. (   ) The fricative y is always pronounced voiced.

4. (   ) The word for 'metal' (beginning with c) has the frictionless sound as the English w (as in we), while the word for 'landing place' (beginning with m) has the same sound as the English v. Therefore, the former word is spelled with w.

5. (   ) The five fricatives v, l, s, g, r, are pronounced voiceless when they occur next to a stop without an apostrophe in between.

6. (   ) No Yup'ik words end in two consonants whether they are stops or fricatives.

7. (   ) A word-initial e can always be replaced by an apostrophe.

8. (   ) The two letters ng represents a single (front velar) nasal, but n'g with an apostrophe in between represents two sounds which belong to separate syllables.

9. (   ) A fricative occurring at the end of a word is always voiceless.

10. (   ) An apostrophe put at the beginning of a word indicates that the word is an abbreviated form with a part of the word dropped.

11. (   ) A single fricative letter represents a voiced sound when next to another single fricative letter.

12. (   ) A voiced sound is characterized by the lack of the vocal cord vibration.

13. (   ) A stop consonant is always voiceless, but a fricative may either be voiced or voiceless depending upon the context in which it occurs.

14. (   ) An apostrophe put between two vowels indicates that the consonant preceding the first vowel is geminated.

15. (   ) Two fricative sounds can occur next to each other in the middle of a word, while clusters of three fricative sounds are impossible.

16. (   ) A stop consonant assimilates its immediately preceding or following fricative by devoicing it.

EXERCISE II: Choose the correct spelling. Some words may have more than one answer because of dialect variation or alternate ways of spelling.

1.	he is my boss	(1. atanqaqa, 2. ataneqaqa)
2.	I'm waiting for him	(1. atanqaqa, 2. ataneqaqa)
3.	let us_2 sit (in future)	(1. aqumkiluk, 2. aqumekiluk)
4.	he is ready / able to sit	(1. aqumyuumauq, 2. aqumeyuumauq)
5.	resembling it	(1. ayuqluku, 2. ayuqeluku, 3. ayuqelluku)
6.	I see, he resembles	(1. ayuqliniuq, 2. ayuqeliniuq, 3. ayuqelliniuq)
7.	it is too small	(1. miksiyaagtuq, 2. mikessiyaagtuq)
8.	he is coughing too much	(1. qus'ssiyaagtuq, 2. qusessiyaagtuq, 3. quss'iyaagtuq, 4. quyssiyaagtuq)
9.	small birds	(1. yaqulcuaraat, 2. yaqul'cuaraat, 3. yaqulecuaraat)
10.	it is light (in weight)	(1. uqigtuq, 2. uqiggetuq)
11.	we are down there	(1. kanaantukut, 2. kananetukut, 3. kana'antukut)
12.	my house	(1. neka, 2. eneka, 3. nek'a)
13.	fish	(1. neqa, 2. eneqa, 3. neq'a)
14.	he cannot reach it	(1. nuuraa, 2. enuraa, 3. enuuraa)
15.	goose	(1. lagiq, 2. elagiq, 3. 'lagiq)
16.	he will visit	(1. nunaciquq, 2. nunaciiquq, 3. nunateciquq)
17.	he will get a boat	(1. angyangciquq, 2. angyangeciquq, 3. angyangeciiquq)
18.	he will get a kayak	(1. qayangciquq, 2. qayangeciquq, 3. qayangeciiquq)

19. he usually kills them (1. tuqutlarai, 2. tuqutelarai, 3. tuqut'larai, 4. tuqutellarai)

20. indeed I forgot them (1. nalluyagutlinianka, 2. nalluyagutellinianka)

21. it is unravelling (1. egumuq, 2. eguumuq, 3. guumuq, 4. 'guumuq)

22. my voice (1. erinaka, 2. eriinaka, 3. riinaka, 4. 'riinaka)

23. shirt, cloth (1. elumarraq, 2. eluumarraq, 3. lumarraq, 4. lumaarraq, 5. 'lumarraq, 6. 'lumaarraq)

24. grave (1. eliveq, 2. eliiveq, 3. liiveq, 4. 'liiveq)

25. he washes them (1. erurai, 3. eruurai, 3. ruurai, 4. 'ruurai)

26. he begins to cover it (1. patunga, 2. patuunga, 3. patungaa, 4. patuungaa)

27. cover me! (1. patunga, 2. patuunga, 3. patungaa, 4. patuungaa)

28. he considers working (but doesn't) (1. calikunayaquq, 2. caliikunayaquq, 3. caliikunaayaquq, 4. caliikunaayaaquq, 5. calikunaayaquq, 6. calikunayaaquq)

29. (I) hooking for fish first (1. manaarrarlua, 2. manaarraarlua, 3. manarrarlua, 4. manarraarlua)

EXERCISE III: Write the following words in Yup'ik. Only the vowels (a, i, u, e̲,), stops (p, t, c̲, k̲, q), and single fricatives (v̲, l, s, g, r) should be used. Wherever applicable, an apostrophe must be placed properly. The first letters of the Yup'ik words are given.

1.	berries	a
2.	sun	a
3.	my God	a
4.	abdomen	a
5.	garment	a
6.	he is making a ladder	a
7.	grandfather	a
8	workshop	c
9.	he is rowing	c
10.	beluga	c
11.	fence	c
12.	house fly	c
13.	one with big ears	c
14.	learn it!	c
15.	he is digging it	e
16.	it leaks air	e
17.	it dawns	e
18.	windows	e
19.	they swallow	i
20.	they are few	i
21.	they tilt forward	i
22.	bread	k
23.	hailstone	k
24.	spoon	l
25.	small goose	l
26.	crabs	p
27.	it is swollen	p
28.	Easter	P
29.	stove (Y)	p
30.	blue (one)	q
31.	rice	q
32.	eyebrow	q
33.	casserole	s
34.	he is not tall	s
35.	grandchild	t
36.	salt	t
37.	his bow	u
38	autumn	u
39.	it is light in weight	u
40.	he is crazy	u
41.	foreign objects in eye	v
42.	birds	y
43.	Eskimo	Y
44.	he is an Eskimo	Y
45.	he is dancing	y

CHAPTER XII

FRICATIVES (DOUBLED)

12.1. To summarize the important rules about the use of fricative letters: Except for *y* which is always voiced, the single fricative letters *v*, *l*, *s*, *q* and *r* represent voiceless fricative sounds if they occur next to a voiceless sound in the middle of a word (10.3), or if they occur at the beginning or end of a word (10.5), but otherwise they represent voiced sounds (9.2 and 9.3). If a fricative is voiced next to a voiceless consonant or at the beginning of a word, an apostrophe should be used to show that it is not voiceless in spite of the position (11.1 and 11.2).

There occur in the middle of a word, however, fricatives which are voiceless even though they are not next to a voiceless consonant. Such voiceless fricatives are represented by "doubled fricatives": *vv*, *ll*, *ss*, *qq* or *rr*. Since *y* is always voiced, it is never written double. Neither is the other fricative *w* doubled: This fricative will be dealt with in 13.1.

A doubled fricative is not two sounds but a single voiceless sound. Compare the contexts in which *s* or *ss* occur in the following words:

s	tusek	shoulder	voiced
s	pista	servant	voiceless
s	sayak	red salmon	"
s	us'	you$_1$ (here)!	"
s	tussituq	he limps	"

The *s* of *tusek* and the *ss* of *tussituq* are both in the same context, i.e., between two vowels, but the former is voiced and the latter voiceless, which bears an analogy to the English *s* as in *easy* vs. *ss* as in *essay*.

12.2. As is now understood, a doubled fricative is always voiceless, while a single fricative is either voiced or voiceless depending upon the context in which it occurs. The doubled fricatives vv, ll, ss, gg, and rr naturally correspond to v, l, s, g, and r. The table in 9.2, can be revised to include the doubled fricatives as follows:

	LABIAL	ALVEOLAR	ALVEO-PALATAL	FRONT VELAR	BACK VELAR
STOPS	p	t	c	k	q
DOUBLED FRICATIVES	vv	ll	ss	gg	rr
SINGLE FRICATIVES	v	l	s y	g	r
ARROW IN DIAGRAM I (page 24)	1	2	3	4	5

Compare the doubled fricatives (voiceless) in the left column with the single fricatives (voiced) in the right:

vv	avvutuk	they$_2$ separate	v	cavutet	oars
ll	talliq	arm	l	taliq	group dance
ss	assali	make pancakes!	s	casit	what are you$_1$ doing?
gg	keggan	trunk of body	g	egan	cooking pot
rr	carraq	a little bit	r	araq	ash

Since a double fricative represents a single sound, it should be treated as such in syllabicating. Thus avvutuk should be syllabicated as a/vvu/tuk (but not as av/vu/tuk): remember that a single consonant between two vowels belongs to the second syllable (5.1). Likewise ta/lliq, a/ssa/li, ke/ggan and ca/rraq.

12.3. It will be easily understood that a doubled fricative is never written next to a stop or at the beginning or end of a word: This is because a single fricative by itself is voiceless in these positions.

In Yup'ik orthography there is, for instance, no *ss* at the beginning or end of a word, or no such cluster as *sst*: Cf. *sayak* 'red salmon' (not *ssayak*) and *pista* 'servant' (not *pissta*).

Again the word *qayalleq* 'former kayak' is spelled with the doubled fricative *ll*. The *-lleq* means 'former'. On the other hand *atleq* 'former name' with the same element ("morpheme") is spelled with the single fricative *l*, because it is next to the stop. The single *l* of *atleq* is sometimes referred to as "undoubling" of fricatives.

12.4. A doubled fricative can stand before a single fricative (e.g. *ssr*), and that only in the middle of a word (as Yup'ik has no word-initial or word-final consonant cluster). Since a doubled fricative is voiceless, it "devoices" the following single fricative (just as a stop devoices its adjacent fricative--10.3). As a result, the fricative sounds in such a combination are both voiceless. Both *ss* and *r* in *issran* 'carrying bag', for instance, are voiceless: You should not write *issrran*. Compare also *issran* with the word *asriq* 'naughty child' in which the two fricatives of the latter are both voiced. Examples of two voiceless fricative sounds vs. two voiced fricatives:

(e)merrluk	dirty water	takellria	long one
(e)merluk	let us$_2$ drink!	takelria	long one (in some areas)
currluk	murky water	inarrviik	sleeping bag
curluq	nasal passage	anarvik	toilet

The preceding paragraph implies that if two voiceless fricative sounds occur next to each other in pronunciation, only the first fricative is doubled and the second one remains single in writing. The following are examples of words having clusters consisting of two voiceless fricatives:

llv	ellvik	ventilator	vvg	navvgu[1]	break it!
ssv	nacessvik	place for a lookout	llg	allganeq	tear
ggv	caneggvik	grass gathering place	ssg	ayagcessgu	start it
rrv	inarrviik	sleeping bag	rrg	-----	-----
vvl	tevvlaku	may I drape it over?	vvr	kuvvraarru[1]	pour it first!
ssl	ussluni	eroding	llr	allragni	last year
ggl	teggliq	bead, metal	ssr	issran	carrying bag
rrl	neqerrluk	dried fish	ggr	iggraarru[1]	swallow it first!
vvs	navvsaagaa[1]	he tries to break it			
lls	qullsurtuq[1]	(K) it costs ten dollars			
ggs	keggsuli	northern pike			
rrs	tangerrsugtuq	he wants to see			

Syllable division is made between the two fricative sounds with the double fricative counted as one sound (5.2): e.g. iss/ran, ell/vik, navv/gu, and so on.

12.5. A number of words have a cluster consisting of a voiced fricative and a voiceless fricative within them. In such words, an apostrophe should be used between the two fricatives in order to indicate that the voiced fricative is not devoiced in spite of its position (that is, next to a voiceless fricative), as in the case with the clusters consisting of a stop and a voiced fricative, e.g. at'lirtuq 'he has many names' as contrasted with atlirtuq 'he is using a saucer' (11.1).

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[1] (Y) nav'ssaagaa, qul'ssurtuq, nav'ggu, kuv'rraarru, ig'rraarru: See 12.5.1 for the apostrophe in them.

As to this kind of cluster as well, there is some dialect variation (cf. 11.1). Clusters of a voiced fricative and a voiceless fricative, however, apparently do not occur in the Kuskokwim and Bristol Bay areas, where they are replaced with clusters of two voiceless fricatives.

Compare the following clusters:

lg (voiced + voiced)

e.g.	kelgun	invitation	(syllabicated as kel/gun)

llg (voiceless + voiceless)

e.g.	allganeq	tear	(" all/ga/neq)
	kellgu (K.BB)	invite him!	(" kell/gu)

l'gg (voiced + voiceless)

e.g.	kel'ggu (Y.HBC)	invite him!	(" kel'/ggu)

There are not as many clusters of a voiced fricative and a voiceless fricative as there are clusters of two voiced fricatives (9.3) or of two voiceless fricatives (12.4).

12.5.1. Clusters of a voiced fricative followed by a voiceless fricative (in areas other than the Kuskokwim and Bristol Bay):

qus'llian / qusslian (K.BB)	because he might have a cold
cf. quslian	because he has lots of phlegm
qus'rru / qussru	cough on him! (quyerru HBC)
puv'llagtuq / puvvlagtuq (K.BB)	it suddenly swells
puv'ssiyaagami / puvvsiyaagami (K.BB)	since it is too swollen
kev'ggauguq / kevvgauguq (K.BB)	it's easy to lift
cf. kevgauguq	he is a helper
nav'lleq / navvleq (K.BB)	one that broke
ner'lliniuq / nerrliniuq (K.BB)	I see he ate

ner'rraarlua	after I eat (also *nererraarlua* and *nerraarlua*
ner'ssuun / nerrsuun (K.BB)	fork
qul'ssurtuq / qullsurtuq (K.BB)	it costs ten dollars
al'rrakuq (HBC) / allrakuq	year

12.5.2. A cluster of a voiceless fricative followed by a voiced fricative is rarely found. It can at least be exemplified by the following, in which case the cluster is replaced with one consisting of two voiceless fricatives in the Kuskokwim and Bristol Bay areas:

qall'riuq / qallriuq (K.BB)	it rusts on him
all'giuq / allgiuq (K.BB)	it gets torn on him
mass'laq / ma(a)sslaq (K.BB)	butter

The fricative *y*, which is always voiced, can stand after a voiceless fricative. In this case, however, an apostrophe is not necessary:

allyuituq	it never tears

12.6. A doubled fricative can stand next to a nasal, as will be dealt with in 15.2. Here it is only noted that an apostrophe is used in connection with the doubled fricative *gg* as well to distinguish it from other combinations (see 11.4). Compare the following:

ng (single nasal)			
e.g. minguk	paint	(syllabicated as	mi/nguk)
n'g (nasal *n* + voiced fricative *g*)			
e.g. min'ga	its wake	("	min'/ga)
n'gg (nasal *n* + voiceless fricative *gg*)			
e.g. min'ggaq	small wave	("	min'/ggaq)
ng'g (nasal *ng* + voiced fricative *g*)			
e.g. peng'gartuq	he is worried	("	peng'/gar/tuq)

EXERCISE I: Find out whether each fricative sound is voiced or voiceless.

1.	ella / cella	world, weather	9.	qugyuut	swans
2.	yaassiigek	pair of boxes	10.	allragni	last year
3.	malagg'aayaq	fur hat	11.	kev'ggu / kevvgu	lift it!
4.	'laavkaaq	store, building	12.	qastuluni	(he) being loud
5.	Qerrullik	village name	13.	kuvyacuar	small net
6.	Kuiqqluk	"	14.	cupvailgan	before it (river) breaks up
7.	Neqeoliq	"	15.	nerevkanritaa	he didn't feed him
8.	ilqua / il'qua	its brain	16.	sass'aq / cass'aq	clock

Exercise II: Fill the blanks with a suitable single or doubled fricative. Each word has one single (e.g. r) and one doubled fricative (e.g. rr) which are pronounced at the same place in the mouth.

1.	ca__i__iniuq	I see he is working
2.	me__aa__a	drink first!
3.	a__usku__et	when you$_1$ separate (from someone)
4.	a__aa__un	through across there
5.	e__u__aaqiu	please wash it first!
6.	nau__uu__uni	(he) being sick
7.	__uuqi__uun	scrub brush
8.	ca__i__aa	he is cleaning it
9.	ai__au__uq	(Y.BB) it is a hand
10.	kuu__iaqu__et	when you$_1$ drink coffee
11.	i__iayuliu__uq	it is a (great horned) owl
12.	ca__u__araa	he fights him
13.	ku__esqe__ailgaku	before he asks her to spill it
14.	(canek) qa__atu__it?	(what) do you$_1$ eat raw?

EXERCISE III: Choose the correct spelling. In some of the words there may be dialect variation.

1. cat's cradle (1. aigaq, 2. aiggaq, 3. airaq, 4. airraq)
2. hand (Y.BB) (1. aigaq, 2. aiggaq, 3. airaq, 4. airraq)
3. meadow (1. magaq, 2. maggaq, 3. maraq, 4. marraq)
4. God (1. agayun, 2. aqgayun, 3. arayun, 4. arrayun)
5. through out there (1. keggaggun, 2. kerrarrun, 3. keggarrun, 4. kerraggun)
6. you$_1$ see it (1. tangran, 2. tangrran, 3. tang'gan, 4. tang'ggan)
7. he sees (1. tangegtuq, 2. tangeggtuq, 3. tangertuq, 4. tangerrtuq)
8. he is leaving (1. ayagtuq, 2. ayag'tuq, 3. ayaggtuq)
9. let us$_2$ go (1. ayagluk, 2. ayaggluk, 3. ayag'lluk, 4. ayagg'luk)
10. pus-like matter (1. imarluk, 2. imarrluk, 3. imar'lluk, 4. imarr'luk)
11. one that was threaded (1. nuvleq, 2. nuvvleq, 3. nuv'lleq, 4. nuvv'leq)
12. how are you$_1$? (1. canacit, 2. cangacit, 3. can'gacit)
13. its grass (1. canqi, 2. can'qi, 3. cang'qi, 4. canri)
14. small grass (1. cang'gaq, 2. can'ggaq, 3. cang'ggaq)
15. it is light (in weight) (1. uqigtuq, 2. uqiggtuq, 3. uqigetuq, 4. uqiggetuq, 5. uqgetuq)
16. it tilts (1. ikigtuq, 2. ikiggtuq, 3. ikigetuq, 4. ikiggetuq)

EXERCISE IV: Fill the blanks with a suitable doubled fricative (vv, ll, ss, gg, rr), which occurs between vowels.

1) Mikelngua a___urtaa nuu___imek. 'He took away the knife from her child.' 2) Kuu___iaresqiu a___aneq. 'Ask the visitor to have some coffee!' 3) Me___aagtuq elatu___amek. 'He fetched water from the porch.' 4) Alu___istuam na___iini aya___iniuq. 'I see he left during Christmas time.' 5) I___iayulim u___agyuaraaten qianrilu. 'Don't cry, the (great horned) owl might come to you$_1$.' 6) Ma___unguq i___urimek. 'He found a spotted seal that has been washed ashore.' 7) Qa___ayuituq ka___aungami. 'He doesn't eat raw food as he is a white man.' 8) Ai___aten cii___uutmek mingugki! 'Put some cream for chapped skin on your hands!' 9) Ke___aa ta___iakun. 'He bit her on her arm.'

EXERCISE V: Fill the blanks with a suitable consonant cluster consisting of two fricatives. One of the two is represented by a doubled fricative. Some words may need an apostrophe between the two fricatives depending on where you are from.

1) Angalkum ca___ ___uku ašsiri___ ___ua. 'The shaman laid hands on him and healed him.' 2) Makce___ ___u ikayurluku. 'Help him to get up!' 3) Ke___ ___ulinek i___ ___an imiraa. 'He filled up the tote bag with pike.' 4) I___ ___aarluku iinruni ne___ ___iniuq. 'After swallowing his medicine, I see he ate.' 5) Nu___ ___aaqai te___ ___it. 'He is trying to string the beads.' 6) Qu___ ___urtuq nutek kipusvi___ ___iini. 'The gun costs $10 at his old store.' 7) Kuvya___ ___utkaa a___ ___agnirnek. 'He has been his fishing companion since last year.' 8) Qa___ ___uituq una cavik. 'This knife / metal doesn't rust.'

CHAPTER XIII

LABIALIZED FRICATIVES

13.1. There are a small number of words in Yup'ik which begin with w. Examples:

wani	here	wii / wiinga	I, me
cf. uani	down river	cf. uinga	her husband
watqapik	never!	wangkuta	we, us

The w in these words is more similar to, though not quite the same as, the English wh-sound as in what than to the English w as in we. It is a sort of voiceless fricative like Yup'ik gg which is produced with the back of the tongue raised towards the front part of the soft palate, but it is also accompanied by the rounding of lips. It is always voiceless for speakers from many areas (see below), while y is always voiced and the other fricatives v, l, s, g, and r are either voiced or voiceless depending upon the context. The sound can be defined as a "labialized front velar voiceless fricative."

The w sound also occurs in the middle of a word either between two vowels or after a consonant, though only in a very small number of words. Examples:

nauwa	where?	qayuwa	(Y.HBC) how, unexpectedly
atawauguq	it is a blessing	akwaugaq	yesterday

The w does not occur at the end of a word except in abbreviated forms as nauw' (from nauwa above).

The letter w is never written doubled, unlike the fricatives v, l, s, g, and r.

In Norton Sound (e.g. Kotlik), Hooper Bay, Chevak, and also a part of Nelson Island, however, the word-initial w, as in wii 'I', is pronounced like the English w (as in we). In these areas, the labialized front velar fricative w in the middle of a word can be replaced by some people with the front velar voiceless fricative *gg*. Thus the word for 'where?' above is *naugga*.

13.2. In contrast to *w* which is always voiceless, its corresponding voiced sound, i.e., a voiced labialized front velar fricative, is represented by the combined *u͡g*. Examples:

au͡gna	one going away	tau͡gaam	but, however
au͡gsuuq	you$_1$ (going away)!	au͡g'a	get out of the way!
qau͡gyaq	sand		

The ligature (⁀), which has very often been omitted by Yup'ik writers, indicates that the combined letters *u͡g* are a single consonant to be distinguished from the two sounds *u* and *g* in succession. It is treated as such in making syllable divisions. The word *pau͡gna*, for instance, is syllabicated as *pau͡g/na*: compare this with *paugmi* 'in the pole' to be syllabicated as *pa/ug/mi*. Likewise *au͡g/na*, as compared with *a/ug/mi* 'in the blood'. The *u͡g* of *tau͡gaam* is geminated by the rule of 7.1: compare this with *kaugaa* 'it reaches into it'. The u͡g of *au͡g'a* is likewise geminated as it is followed by the apostrophe: compare this with *auga* 'his blood'.

The combined letter *u͡g* also occurs before a stop consonant where it is a voiceless sound in compliance with the general rule of fricatives next to voiceless sounds (10.3). Examples:

au͡gkut[1]	ones over there	tau͡gken[1]	but, however

This combined letter does not occur at the beginning or end of a word.

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[1] Since the *u͡g* is voiceless here, it could be written *w*: *awkut* and *tawken*.

It only occurs after the vowel *a*.[1] It is never written double.

13.3. In contrast to *u͡g* which is a front velar sound, its corresponding back velar sound, i.e., a voiced labialized back velar fricative, is represented by the combined letter *u͡r*. This labialized fricative is actually a marginal sound in Yup'ik. It occurs in the word element *-urluq* 'poor, dear'. Compare the following words:

cau͡rluq	poor, dear thing
maurluq	grandmother

The first word is syllabicated as *cau͡r/luq*, but the second one as *ma/ur/luq*. A few more examples of *u͡r*:

piu͡rlua	his poor thing / poor dear, go ahead!
cf. piurlua	(I) keeping on
aamau͡rluq	poor breast
cf. amaurluq	great grandmother (endearing term)
ama'urluq	poor guy carried on back
en'eu͡rlua	his poor house
iiu͡rlua	his poor eye
cf. iirlua	(I) hiding

The combined letter u͡r does not occur at the beginning or end of a word. It only occurs after a vowel. It is never written doubled.

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[1] In HBC, and in some other areas, however, it occurs also after *i*: e.g. *kiu͡gna* (HBC) / *kiugna* (Y.K).

EXERCISE I: Choose the correct spelling.

1.	hello!	(1. uaqaa, 2. waqaa, 3. vaqaa)
2.	he is playing around	(1. uamuq, 2. waamuq, 3. vaamuq)
3.	like this	(1. uaten, 2. waten, 3. vaten)
4.	post, pole (pauk)	(1. paugun, 2. pau͡gun, 3. pau͡g'un)
5.	of that one back there	(1. paugum, 2. pau͡gum, 3. pau͡g'um)
6.	but, however	(1. tagaam, 2. taugaam, 3. tau͡gaam)
7.	remove it!	(1. augarru, 2. au͡garru, 3. au͡g'arru)
8.	beauty mark	(1. augyaq, 2. au͡gyaq)
9.	in the blood	(1. augmi, 2. au͡gmi)
10.	one going away	(1. augna, 2. au͡gna)
11.	one inside	(1. kiugna, 2. kiu͡gna)
12.	he answers him	(1. kiugaa, 2. kiu͡gaa)
13.	through the post, pole	(1. paugkun, 2. pau͡gkun)
14.	one from inland (tundra)	(1. paugkumiu, 2. pau͡gkumiu)
15.	what are they?	(1. caugat, 2. cau͡gat)
16.	eider duck	(1. qaugeq, 2. qau͡geq)
17.	forehead	(1. qauraq, 2. qau͡raq)
18.	(I) having head sores	(1. qaurlua, 2. qau͡rlua)
19.	poor dear thing	(1. caurluq, 2. cau͡rluq)
20.	his poor eye	(1. iiurlua, 2. iiu͡rlua)
21.	shaking hands with me	(1. unaciurlua, 2. unaciu͡rlua)
22.	you, poor thing, wash your hands!	(1. unaciurlua, 2. unaciu͡rlua)
23.	poor dear man	(1. anguteurluq, 2. anguteu͡rluq)
24.	(I) playing with the boat	(1. angyaliurlua, 2. angyaliu͡rlua, 3. angyali'urlua)

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25.	you$_1$ poor dear, make a boat!	(1. angyaliurlua, 2. angyaliu͡rlua, 3. angyali'urlua)
26.	you$_1$ poor dear, eat!	(1. nereurlua, 2. ner'eurlua, 3. ner'eu͡rlua)[1]
27.	(I) keeping on eating	(1. neruurlua, 2. neruu͡rlua, 3. neru'urlua)
28.	where?	(1. nauwa, 2. naugga, 3. naw'a)
29.	little pole	(1. pauwaq, 2. pauggaq, 3. paw'aq)
30.	little river	(1. kuiwaq, 2. kuiggaq)
31.	after ladling it	(1. ipuwaarluku, 2. ipuggaarluku)
32.	after washing my face	(1. ermiwaarlua, 2. ermiggaarlua)

EXERCISE II: Fill the blanks with w, ug, u͡g, ur or u͡r.

1) Ca qa___na? 'What is that in there?' 2) Na___'un a __suuq / a___yuuq ayagcit? 'Which way are you$_1$ going?' 3) Mikelnguq angyali__luni. 'The child playing with the boat.' 4) Ap'a___luqa / Apa'___luqa ca___l___ta? 'What is my poor dear grandfather doing?' 5) ___angkuk ___anta___tukuk aanamni. 'We two have been staying right here at my mother's.' 6) Qai___lua iqauq. 'Its poor surface is dirty.' 7) ___angneta___tuq ak___a___arnek. 'He's been with me since yesterday.' 8) Iqairi___l___tuq naulluungermi aana___lua. 'His poor mother is washing, although she is sick.' 9) Akercirtuq, ta___aam nengllirtuq. 'It is sunny, but is cold.' 10) Qa___kumiunguuq aata___luqa. 'My poor father is from up river.' 11) Ici___a ___ii meyuilngua. 'You know, I don't drink.' 12) Kegguteka a___'araa. 'He removed my tooth.' 13) A___kucimek a___'um cikiraanga. 'The one leaving gave me that kind.' 14) Qamiqumkun / nasqumkun ka___tullruanga. 'He banged me on the head.' 15) Arna___luum en'e___lua im'uq. 'The poor woman's poor house collapsed.' 16) Ata___augut (c)ellallungvailgan uterrluteng. 'They are fortunate to come home before the rain starts.'

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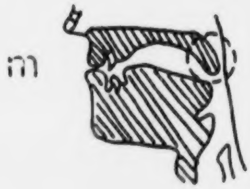
[1] Another variant is spelled ner'u'rlua: see 18.2 for the second apostrophe.

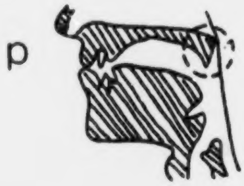
CHAPTER XIV

NASALS

14.1. The last group of consonants to be introduced are "nasals." Yup'ik has three nasal letters: m, n, ng. Remember that ng is a single sound.

Nasals resemble stop sounds rather than fricatives in that a blockage is made in some part inside the mouth. But, in pronouncing stops (or fricatives) the passage of air through the nose is blocked with the soft palate touching the wall of the pharynx, as shown in the diagram on page 24, while in the case of nasals the soft palate dangles down to let the air go through the nose. See the diagram to the right and note the difference in the area circled by a broken line.





14.2. The nasals m, n, and ng have the same sounds as English m, n, and ng as in the words sum, sun, and sung, respectively. They correspond to p, t, and k respectively in terms of point of blockage made inside the mouth.

Like p, m is a labial sound produced by closing the lips.

Like t, n is an alveolar sound produced by making a blockage between the tongue tip and the upper teethridge.

Like k, ng is a front velar sound produced by making a blockage between the back of the tongue and the front part of the soft palate.

Nasals can occur at the beginning, end, or in the middle of a word.

Examples:

	INITIAL		FINAL	
m	maliak	their$_2$ companion	aanam	of the mother
n	naliak	which one of them$_2$?	aanan	your$_1$ mother

ng	ngela	border	aanateng	their own mother
	MEDIAL (between vowels)		MEDIAL (next to consonant)	
m	amai	his backpacks	imkut	those aforementioned
n	anaiq	dung fly	inqun	cooing word (for baby)
ng	angai	his uncles	ingkut	ones over there

Some people pronounce the word for 'border' above with gemination on *l*: Then the word should be written with initial *e* like *engela* (cf. 7.3) or with apostrophe like *ngel'a* (8.5). Some also say *engla*.

In the same way the word for 'he laughs' is written *engelartuq* or *ngel'artuq*. However, in some areas, this word has the forms of *el'artuq*, *englartuq*, or *nenglartuq* (HBC).

In HBC, *ng* takes the place of *k* as the final sound of endings (except for the dual marker *k*): e.g. *Cameng neryit*? (elsewhere, *camek nersit*?) 'what are you$_1$ eating?'

14.3. Only in the middle of a word, can a nasal form a two-consonant cluster with another (unlike) nasal, fricative. or stop. Two identical nasal sounds cannot combine with each other. The following are examples of all the possible combinations of two unlike nasals.

mn	qamna	one inside	nm	qanma	of my mouth
mng	qamnguq	he begins to give up / the fire is starting to go out	ngm	angmiuq	it is also big
nng	qannguq	he begins to talk	ngn	angniuq	he says he's big

Syllable division is made between the two nasals according to the rule (5.2): *qam/na*, *qan/ma*, *qan/nguq*, *ang/mi/uq*, etc.

14.4. The following are examples of all the possible combinations consisting of a nasal and a voiced fricative.

mv	ikamvak	big sled	vm	kuvmia	he spills it too
ml	tamluq	chin	lm	qalmaraa	he calls it (dog)
ms	qamsuuq / qamyuuq (HBC)	you$_1$ in there!	sm	asmuq	it breaks
my	aqumyugtuq	he wants to sit	ym	aymuq (HBC)	"
mg	umga	its stopper	gm	egmian	immediately
mr	ikamraq	sled	rm	imarmiutaq	mink
nv	nanvaq	lake	vn	enevni	in your$_1$ house
nl	anluaq	fishing hole	ln	qulni	in tens
ns	kansuuq	you$_1$ down there!	sn	qusni	his own cough
ny	qanyuuq	he speaks well	yn	quyni (HBC)	"
n'g	can'get	grasses	gn	egneq	juice
nr	nanraraa	he praises her	rn	erneq	day
ngv	angvaa	how big!	vng	tavnguq	he begins to panic
ngl	nengla	cold weather	lng	elnguq	birchtree
ngs	ingsuuq / ingyuuq (HBC)	you$_1$ over there!	sng	qusngiq	sheep
ngy	alingyaaquq	he is afraid (but..)	yng	quynguq(HBC)	he begins to cough
ng'g	peng'gartaa	he is worried about her	gng	egnguq	it begins to render oil
ngr	ingriq	mountain	rng	nerngaituq	he will not eat

See 9.2.3 for replacement of s with y in Hooper Bay and Chevak area.

See 13.2 for cluster of the labialized fricative u͡g and a nasal.

EXERCISE I: Fill the blanks with a suitable nasal (m, n, ng).

1.	a__ak	two backpacks
	a__ak	maternal uncle
2.	__eqtaa	his catch of fish
	__eqtaa	pluck (birds)!
3.	a__'uq	it is big
	a__'uq	it goes out
4.	angya__i	in the boat
	angya__i	in the boats
5.	tu__iinun	towards it
	tu__iinun	to its footprint
6.	u__aten	your$_1$ hand
	u__aten	your beard
7.	ima__aq	blackfish
	ima__aq	stomach content
8.	qayarpii__ ciunga	bow of the big kayak
	qayarpii__ ciunga	bow of his big kayak
9.	tu__ngami	as he has a way to go
	tu__ngami	as it is given away

EXERCISE II: Fill the blanks with a suitable nasal, and read the sentences.

1) Pita__inek a__iirtuq. 'He is skinning his catch.' 2) __apa__ avayai __aaqai. 'He is counting the branches of the tree.' 3) Ta__ __erlaa__e__ a__lilriit. 'See, they are growing because they eat!' 4) Qi__aa pekte__uq. 'Her unborn baby is beginning to move.' 5) Pa__ika ka__a__i __a__artuq. 'My daughter is ice-fishing down there.' 6) A__u__ qaya__iku__ ayagtuq. 'The man left with his kayak.' 7) E__e__ __elii __u__iraa. 'He put dirt around the house.' 8) Talli__ cii__ __e__ru__aa? 'Why is your$_1$ arm bandaged?' 9) I__na a__ngaqa tu__magtaat. 'They are having a funeral service for my brother.' 10) An__aitua ne__leng__iat qakem__a. 'I won't go outside as they say it is getting cold out there.' 11) Ani__uani ma__nia. 'He says his boil is healed.' 12) Nu__uina__rani a__ua. 'I went out while he was still scolding.' 13) Cani__ni mi__ugiuq. 'He is painting beside me.' 14) Angya__i ima__nia __ermek. 'He says his boat is filling up with water.'

CHAPTER XV

Nasals--continued

15.1. Nasals introduced in the preceding chapter occur either next to a vowel, a single fricative, or another nasal, and as such they are all voiced sounds with vocal cord vibration. But, as fricatives v, l, s, g, and r (but not y) can be either voiced or voiceless, depending upon the context, nasals can also be either voiced or voiceless. There is a difference, however, in this respect between fricatives and nasals. A single fricative is voiceless if next to a voiceless consonant whether the fricative stands before or after the voiceless consonant, while a nasal can only be devoiced after a voiceless consonant. Compare the following pairs:

nll	anlleq	grass root	(n = voiced)
lln	ellnia	he says it is deflating	(n = voiceless)
mk	amkut	ones over there	(m = voiced)
km	akmani	across there	(m = voiceless)

15.2. A cluster of a nasal and a doubled fricative is contrasted with a cluster of a nasal and a single fricative. Compare the following:

erneq	day	qamvailgan	before the fire goes out
errneq	dawn	qamvvailgan	before it is extinguished (by someone)
angliuq	he is growing		
anglliuq	it might be big		

The following are examples of all the possible combinations consisting of a nasal and a doubled fricative. The left column lists combinations of a doubled fricative preceded by a nasal, which is voiced, and the right column lists combinations of a double fricative followed by a nasal, which is voiceless.

mvv	qamvvailgan	before it is extinguished	vvm	puvvmia	he also gives her a swell-up
mll	amllertuq	it is enough	llm	ellma	a little
mss	kumssaagtuq	he tries to scratch	ssm	ussmiuq	it also eroded
mgg	imggu	roll (fold) it up!	ggm	keggmiaq	mouth-piece
mrr	nemrru	bind it up!	rrm	errmiuq	the day also breaks
nvv	anvvallagaa	he took it out too much	vvn	tuvvneq	to be choked
nll	anlleq	grassroot	lln	ellnarquq	it must be deflated
nss	anssaagtuq	it tries to go out	ssn	ussnia	he says it eroded
n'gg	can'ggaq	small grass	ggn	teggneq	elder
nrr	pinrraraa	he just did it	rrn	errneq	dawning
ngvv	nengvvikaa	he stretches on to it	vvng	tevvngaitaa	he will not drape over it
ngll	nengllirtuq	it is cold	llng	allngik	patch on boot sole
ngss	tengssuun	airplane	ssng	aqessngaituq	he will not sneeze
nggg	-----	-----	ggng	peggngaitaa	he will not let it go
ngrr	tangrraa	he sees it	rrng	errngaituq	it will not dawn

If a voiceless fricative is followed by a voiced nasal in pronunciation, an apostrophe is put between the double fricative and the nasal to indicate that the latter is not devoiced in spite of its position (in the same way as introduced in 11.1 and 12.5). There are only a few clusters of this type, however.

angyall'ni	his former boat

Some people especially from the Yukon make the following distinction:

ell'narquq	it (air) must be squeezed out
ellnarquq	it (remainder) must be spilled out

15.3. The following are examples of all the possible combinations consisting of a nasal and a stop. The left column lists combinations of a stop preceded by a nasal, which is voiced, and the right column lists combinations of a stop followed by a nasal, which is voiceless.

mp	ampi	hurry up!	pm	apmia	he also asks her
mt	tamamta	all of us	tm	atmak	backpack
mc	amci	hurry up!	cm	-----	-----
mk	amkut	ones over there	km	pakmani	upstairs
mq	imqatartuq	it is about to collapse	qm	iqmik	chewing tobacco
np	qanpagtuq	he shouts	pn	upnariuq	it is time to get ready
nt	antaa	he took it out	tn	atnia	he says she put it on
nc	ancaqunaku	don't take it out!	cn	tucnak	two insoles
nk	kankiiq	ice skate	kn	ukna	this one coming
nq	pinqigtaa	he repeats it	qn	uuqnarquq	it is hot
ngp	angpartaa	he opens it	png	nipngaituq	it will not extinguish
ngt	angtuaq	big one	tng	utnguk	wart
ngc	nengcisgu	stretch it for him	cng	qacngatuq	it is loose
ngk	ingkut	ones over there	kng	akngirtuq	he gets hurt
ngq	angqaq	ball	qng	taqngaituq	he will not quit

15.4. If a stop is followed by a voiced nasal in pronunciation, again an apostrophe is put between the two to indicate that the nasal is not devoiced in spite of its position. Compare the following:

nutngama	of my pulse	(ng = voiceless)
nut'ngama	because I acquired a gun / because I began shooting	(ng = voiced)
akmani	across there	(m = voiceless)
ak'mumi	in the one across there	(m = voiced)
neqni	as in neqni uitauq 'it is in the fish'	(n = voiceless)
neq'ni	as in neq'ni neraa 'he is eating his own fish'	(n = voiced)

Some people may also make the following distinction:

nutni carrirai	he is cleaning his own guns
nut'ni carriraa	he is cleaning his own gun
neqni nerai	he is eating his own fish (plural)
neq'ni neraa	he is eating his own fish (singular)

The following are examples of all the possible combinations consisting of a stop followed by a voiced nasal:

p'm	tep'mi	of its own smell	p'ng	up'nguq	he begins to get ready
t'm	at'mi	of his own name	t'ng	at'nguq	he gets a name
c'm	-----	-----	c'ng	Nuna-pic'ngaq	site of Moravian Children's Home near Kwethluk
k'm	tek'mi	of his own index-finger	k'ng	pek'nguq	he begins to move
q'm	neq'mi	of his own fish	q'ng	taq'nguq	he begins to finish
p'n	up'nerkaq	spring(time)			
t'n	at'ni	his own name			
c'n	-----	-----			
k'n	ayag-pek'nani[1]	(he) not going			
q'n	neq'ni	his own fish			

15.5. There are some words in which a nasal is voiceless notwithstanding the fact that it is not preceded by a voiceless consonant. Such voiceless nasals, whose voicelessness cannot be ascribed to the context, are written with a bar (¯) on top, i.e., m̄, n̄ and ng. This is parallel to doubling of a fricative letter to represent a voiceless fricative.

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[1] Replaced with a voiced fricative plus a nasal in HBC: ayagpegnani.

Compare the following:

asemnia	he says it broke in half
asemn̄ia	he says she broke it in half
pistemi	as in pistemi atra nallua 'he doesn't know the name of his own servant'
pistem̄i	as in pistem̄i uitauq 'he is staying with the servant'

Some people may also make the following distinction (cf. 15.3).

pistem̄a atrit	my servants' names
pistema atra	my servant's name

A few more examples follow:

m̄	asemm̄ia	he breaks it in half also
n̄	cen̄a(q) / cina(HBC)	shore
n̅g̅	pisten̅g̅ua	as in kina pisten̅g̅ua 'who is the servant?'
	cf. pistengua	I acquired a servant (ng = voiced)

Compare also pisten̅g̅ua, above, with ciutngua (as in naliak ciutngua 'which one is the ear?'), in which ng is voiceless because of its preceding stop t and need not be written with a bar on top.

EXERCISE I: Fill the blanks with a suitable nasal (m, n, ng, m̄, n̄, n̄ḡ). Find out whether each nasal is voiced or voiceless. Put an apostrophe wherever necessary.

1.	nang__ia	he says she finished it
	nang__ia	he says she beat it up
2.	at__a	of my name
	at__ak	knapsack
3.	er__eq	day
	err__eq	dawn
4.	pe__aq	cliff
	pe__uq	hill
5.	iq__i	of his own mouth corner
	iq__ik	chewing tobacco
6.	an__ia	she says he put it out
	an__ia	he also puts it out
7.	elpe__uq	he comes to his senses
	elpe__uuq	it is you$_1$
8.	qe__an	your$_1$ nose
	qe__an	(BB) disease
9.	a__lleq	grassroot
	a__lleq	lot, enough
	a__lleq	one that was big
10.	angyam__i	in my boat
	angyaat__i	in their boat
	angyamte__i	in our boats
11.	an__aituq	it won't be taken out
	an__aituq	he won't go out
12.	qam__a	one inside
	qam__ia	he says she extinguished it
	qam__ia	he says it was extinguished
13.	qak__umi	in the one outside
	qak__ani	outside
14.	qimugte__uq	he gets a dog
	qimugte__uuq	it is a dog
15.	qimugte__i	in the dogs
	qimugte__i	of his own dog
	qimugte__i	his own dogs
16.	uyung__ia	he says he made her squat down
	uyung__ia	he says she squatted down
17.	tep__a	of my aged fish head
	(ciin) tep__a?	(why) is it starting to smell?

EXERCISE II: Fill the blanks with a suitable nasal (m̲, n̲, n̲g̲, m̲̄, n̲̄, n̲̄ḡ̲).
Put an apostrophe wherever necessary.

1) Caste__usit __aulluuvig__i? 'What do you$_1$ do at the hospital?'
2) Eruriste__uu__a __ervig__i. 'I am a dish washer at the dining room.'
3) Ce__a__ek __alaqutuq a__qa__ek. 'He found a ball from the shore.'
4) Nep__utaa qi__alria. 'The pregnant woman is having labor pains.'
5) Atu__e__ ke__kutuk. 'There is mutual love between them.' 6) Aataka
__egte__iu__uuq. 'My father is from Nightmute.' 7) Pak__u__u__ __ayuusgu.
'Bring it up to the one upstairs!' 8) __ipcessgu ke__urraq tau__u__. 'Let that
person turn the light off.' 9) Taggraarlute__ / tag'rraarlute__ __u__apicuar__u__
iqvallruut. 'After they went to Nunapitchuk, they picked berries.'
10) Iqvarpek__a__uk / u__atarpeq__a__u__ (HBC) aqu__gaukuk. 'We$_2$ are sitting
instead of picking berries.' 11) Kapli__ia ii__riurte__. 'I see the nurse gave
him a shot.' 12) Uyu__ __ia __utkataa__i. 'He squatted him down also as he
was going to shoot his gun.' 13) __uussia pissurte__ ta__alli__ia. 'I see he
lost the hunter's knife.' 14) __a__ __ia ui__a__u__. 'He said her husband beat
her up.' 15) __eq__i ilii__ek cikiraa__a. 'He gave me a part of his fish.'
16) Elit__auriste__uavet __ikel__uut assikate__. 'You$_1$ like children as you$_1$
are a teacher.' 17) A__pi qa__kut ullakiki. 'Please go to them (in there)
soon.' 18) (E)__er__u__ __iska__ __utkiu. 'Shoot it when it lands in the water.'
19) __er__a__e__ aa__ase__ taisqaat. 'They asked their mother to come as they
are eating.' 20) Pe aq qertu raa ayuraa. 'He climbed the cliff although
it is high.' 21) __ut__i__u__ i__aq__ii. 'He says they are his gun's shells.'
22) Ak__ir__aq__ia tu__u__i. 'He says his back hurts.'

REVIEW IV

EXERCISE I: Write T in ( ) if the statement is true, but F if false.

For the statements marked F, give the reason why they are false.

1. ( ) A single fricative letter (except w and y) can represent either a voiced or a voiceless sound, but a doubled fricative is always voiced.

2. ( ) The seven fricative letters v, l, s, y, g, r, and w can all be written double.

3. ( ) An identical nasal can be written double whether or not there is a bar on top of one of them.

4. ( ) A doubled fricative can occur next to a stop.

5. ( ) A fricative (except w and y) is devoiced next to a stop whether it is before or after the stop, while a nasal is not devoiced if it occurs before a stop.

6. ( ) If there is a doubled fricative between two vowels. syllable division is made between the two fricative letters.

7. ( ) If two voiceless fricative sounds occur next to each other. the first one is written double but the second one single.

8. ( ) The combined letters u͡g and u͡r are labialized velar fricatives, which correspond to k (front velar) and q (back velar) respectively. They only occur in the middle of a word.

9. ( ) The labialized front velar fricative w is always voiced wherever it occurs.

10. ( ) A nasal with a bar on top is used to represent a voiceless nasal sound.

11. ( ) A labialized velar u͡g or u͡r is a single consonant, and as such it cannot form a syllable by itself.

12. ( ) An apostrophe put between a single fricative and a doubled fricative indicates that the former is not devoiced by the latter.

13. ( ) The nasal ng is a front velar sound, while the apostrophed n'g are two sounds (one nasal and one fricative). In the latter case, syllable division is made between the n and g.

14. ( ) An apostrophe put between a stop and a nasal indicates that the stop is geminated.

15. ( ) The Yup'ik sound which resembles the English wh as in what is represented by v.

16. ( ) There are three groups of consonants, i.e., stops, fricatives, and nasals.

EXERCISE II: Make up a word by arranging the syllables given in the parenthesis. Note that, because of the rule of syllable division, a closed syllable can never be followed by a syllable which does not begin with a consonant. Put an apostrophe wherever necessary.

1.	she says he acquired a boat	(a, ni, ang, yang)
2.	he is easily angered	(tuq, qen, ngar)
3.	he is going hunting	(pi, tuq, yar, ssur)
4.	he is trying to eat	(na, ne, quq, reng)
5.	you$_1$ are also getting berries	(u, mi, iq, ten, vang)
6.	the larger of them	(rat, ne, ang) OR (a, rat, ngen)
7.	it only hurts a little	(ki, ak, tuq, ner, ngirr)
8.	he has his eyes shut	(qe, nga. uq, lem)
9.	he will not sell it	(a, i, ta, nga, tun)
10.	they say they are laying eggs	(ni, ka, ya, it, ngung)
11.	when springtime came	(ka, up, an, ner)
12.	to the one up there	(mu, mun, pak)
13.	(he) without going	(a, na, ni, pek, yag)
14.	our poor boat	(lur, ang, put, yau͡r)
15.	small child	(cu, mi, ngu, ar, kel)
16.	to his own mother	(a, na, mi, a, nun)
17.	my dishes	(ka, tan, qan)
18.	one from up river	(u, ku. mi, qau͡g)
19.	he is standing	(qa, na, uq, ngeng)
20.	there seems to be a big goat	(quq, qus, sug, pag, nar, tang, ngal, ngir, ngur, gerr)
21.	you$_1$ apparently will make a boat	(li, ya, qu, ten, sug, ciq, ang, nar)

CHAPTER XVI

CONSONANTS (SUMMARIZED)

16.1. By the preceding chapter all the Yup'ik consonants have been introduced. The table of consonant letters (first introduced in 9.2) can now be finalized as follows:

		LABIAL	ALVEOLAR	ALVEO-PALATAL	FRONT VELAR	BACK VELAR
STOPS	I	p	t	c	k	q
FRICATIVES	II	v	l	s	g	r
	III			y		
	IV	vv	ll	ss	gg	rr
LABIALIZED FRICATIVES	V				u͡g	u͡r
	VI				w	
NASALS	VII	m	n		ng	
	VIII	m̄	n̄		n͞g	
ARROW IN DIAGRAM (page 24)		1	2	3	4	5

I, IV, VI, VIII are always voiceless (4, 12, 13.1, 15.5).

II and VII are either voiced or voiceless, depending upon the contexts (9, 10, 14, 15): II is voiceless at the beginning or end of a word or next to a voiceless consonant (10.3, 10.5). VII is voiceless if preceded by a voiceless consonant (15.1, 15.2, 15.3).

III and V are always voiced except that u͡g is voiceless before a stop (10.4, 13.2, 13.3).

IV, V, and VIII can never occur at the beginning of a word.

Apart from the doubled fricatives (IV), no consonant letter is written double.

16.2. In the middle of a word, a consonant can combine with another consonant into a two-consonant cluster. All the types of consonant clusters which occur in Yup'ik have already been exemplified. The following chart shows the relationship between the sounds in a cluster and the ways they are written. In the following chart: P is used to stand for p, t, c, k, q; F for v, l, s, g, r; FF for vv, ll, ss, gg, rr; N for m, n, ng; and N̄ for m̄, n̄, n̄g.

second consonant / first consonant	stop	voiced fricative	voiceless fricative	voiced nasal	voiceless nasal
stop	P P atpik (5.3)	P ' F nut'ga (11.1.1)	P F atra (10.3)	P ' N at'ni (15.4)	P N atnia (15.3)
voiced fricative	F ' P qul'tun (11.1.2)	F F qavluq (9.3)	F ' FF kev'qgu (12.5.1)	F N egmian (14.4)	-----
voiceless fricative	F P alqaq (10.3)	FF ' F mass'laq (12.5.2)	FF F navvgu (12.4)	FF ' N angyall'ni (15.2)	FF N ellma (15.2)
voiced nasal	N P ampi (15.3)	N F nanvaq (14.4)	N FF nemrru (15.2)	N N qamna (14.3)	N N̄ asemm̄ia (15.5)

There are no clusters in which a voiced fricative is followed by a voiceless nasal nor clusters in which a voiceless nasal is the first consonant. People from the Kuskokwim area and Bristol Bay use no clusters in which a voiced fricative is followed by a voiceless fricative: F ' P is replaced with F P, and F ' FF with FF F, as the dots in the chart show.

The fricative y̲ is not included in F above: It is unique in that it is always voiced and is never written double. It can come after another consonant: P y (e.g. pekyun), F y (e.g. kuvyaq), FF y (e.g. allyuituq), N y (e.g. angyaq). It cannot come before another consonant except in Hooper Bay and Chevak where y̲ replaces s̲ of the other areas (e.g. HBC qaygiq).

See Chapter XIII for the limited number of clusters of which a labialized fricative is a part.

EXERCISE: Put an e or an apostrophe wherever appropriate in order to make the correct spelling of the words. Some words may have more than one answer because of dialect variation and alternate ways of spelling.

1.	tkrt	index fingers
2.	nlgt	ones with houses
3.	lptk	you$_2$
4.	rnrt	days
5.	ngvi	blow your$_1$ nose!
6.	ngqvaq	north
7.	nngqrtuq / nnngqrtuq (HBC)	he has bones
8.	nnglngniat	they say it is getting cold
9.	tpkgtllruuq	it was perfumed
10.	tglgpknani / tglgpqnani	(he) not stealing
11.	lrlraaq	Chinese
12.	kggstllrgkt	the two that bit them
13.	kggsqllrptk	of the ones you$_2$ wanted bitten
14.	aqsgiq	ptarmigan
15.	taitqrru	hand it over!
16.	tangrctuq	it is dark
17.	nutggpcn̄k	from your two guns
18.	ikgtksaituq	it has not been small in amount
19.	kuvvikngllrua	he began to spill on it
20.	mingqciqaa	she will sew it
21.	nalluarptgnga / nalluarptgnnga	you$_2$ do not know me
22.	qimugtgmgnk	from their$_2$ own two dogs
23.	qimugtgmggnk	from their own two dogs
24.	tngssuutngqrcskiligngu	may they$_2$ let him have an airplane!

CHAPTER XVII

HYPHEN

17.0. A hyphen (-) is used for different purposes in the Yup'ik orthography.

17.1. There are a number of short words called "enclitics" in Yup'ik grammar which consist of one or two syllables. An enclitic is attached to a preceding word and is pronounced as a part of it. A hyphen is used to mark an enclitic: It is put after the word to which the enclitic is attached. Compare the following:

aana-mi	how about Mother?	tuntu-tuq	hopefully a caribou
aanami	of his own mother	tuntutuq	he catches a caribou

The most common enclitics are -am, -gguq, -ggem, -kiq, -kin, -llu, -lli, -qaa, -mi, -tuq, -wa. More than one enclitic can be attached to a word. Examples:

Pit'uten-qaa?	Did you get something (hunting)?
(C)ellami-lli assirpaa!	How nice the weather is!
Cangatenritliilria-wa.	Maybe it is all right.
Qayartangqertuq-llu-gguq.	Also, they say there is a kayak.

As is the case with the -llu in the last example, a doubled fricative at the beginning of an enclitic is not "undoubled" (12.3)--i.e. is always written double--even if it is attached to a word which ends in a stop. Compare cat-gguq 'what (did he say)?' with nutqu 'shoot it!'

You may have noticed that the -llu of qayartangqertuq-llu-gguq above is lengthened. The rule of lengthening in 6.1 cannot explain this lengthened vowel because the syllable preceding the lengthened vowel is a closed one in the word. This kind of lengthening will be clarified in Chapter XIX.

17.2. A hyphen between two vowels functions as a consonant. Compare the following words:

cali-am	again[1]	ama-i	over there
caliam	of the work	amai	his backpacks

The l and m in the words in the second row are geminated in accordance with the rule of gemination in 7.1. On the other hand, the syllables li and ma in the words in the first row are lengthened as if there were a consonant between the two vowels i and a in cali-am and a and i in ama-i: cf. the rule of lengthening in 6.1.

Likewise a hyphen is used in the following words and some other similar words (mostly derived from a demonstrative stem):

cama-i	hello!	kana-i	down there!
ala-i	oh, my!	pika-i	up there!
ta-ima	there (not in sight)	tai-tai	come!

Note the difference between this use of the hyphen and that of the apostrophe as introduced in 8.4: Compare the words ava-i above and apa'urluq 'grandfather (endearing)'. In the former word the vowel before the hyphen is lengthened. In the latter the vowel before the apostrophe is not lengthened: The apostrophe blocks lengthening and gemination.

The word ta-ima has lengthening on the vowel i (except in some part of the Yukon where it is merely taima). Compare this with tauna 'that one' which has no lengthening on the vowel u. The hyphen between the two vowels a and i functions as a consonant and is responsible for the lengthening. Some people write the word as tayima.

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[1] Cf. cali-am' 'work now!' (from cali ampi) with the apostrophe for abbreviation (see 11.3).

No combinations of three vowels are allowed in Yup'ik orthography. A hyphen should be put between the second and the third vowels. Examples:

ii-i	yes	aa-ang	yes
tua-i	then, there	maa-irpak	nowadays

17.3. A hyphen is used inside a word to mark a foreign word and to separate it from a Yup'ik element. Compare the following:

call-artuq	he "called"
callartuq	it is opened, it has a sore

The first word contains an English word *call*, which should be pronounced as such, and a Yup'ik element -*artuq*. The second word without a hyphen is all Yup'ik. A few more examples:

Ayakatartuq Anchorage-a(a)mun.	He is about to leave for Anchorage.
Town-ami uitalartukut.	We are living in "town."
Popcorn-anek neryugyaaqua.	I would like to eat "popcorn."

However, loanwords which have been accepted into the Yup'ik vocabulary for *some* time are pronounced as Yup'ik words and are not separated by a hyphen from an original Yup'ik element. Examples:

Piipivnek tangerrsugyaaqua.	I would like to see your$_1$ baby. (*piipiq* from English)
Kelisciqsaitaat elautelteng.	They have not put a cross on the one they buried. (*kelistaq* from Russian)

17.4. As in English writing, a hyphen is used to cut a word at the end of a line. Examples:

Qusngirngalngurpagtangqerr- sugnarquq.	There seems to be a big goat.

Ayagpailegma qimugteka anevkangnaqsaaqaqa tau͡gaam anyuumiitellruuq.	Before I left the house, I tried to let my dog out, but he refused to leave.

A word should be cut only at a syllable division, but not within a syllable. Thus the word syllabicated as qus/ngir/ngal/ngur/pag/tang/qerr/sug/nar/quq should be cut at any one of the slashes, but not anywhere else.

EXERCISE I: Place hyphens before any enclitics.

1.	caliqaa	please work!
	caliqaa	more?
2.	nerucituq	I hope you eat with someone
	neruciituq	it doesn't seem like he is eating
3.	mingqaqa	I'm sewing it
	mingqaqaa	she is always sewing it
	mingqaaqaa	is she sewing it?
	mingqaaqaa	it is her grass basket
	mingqaqaaqaa	is she always sewing it?
4.	tegutuq	he took something
	teguutuq	I wish you$_1$ would take it
5.	piciqaa	he will do it
	piuciqaa	are you doing (something)?
6.	waniwa	here it is!
7.	ciinkiq	I wonder why
8.	tupiiam	wake up!
9.	kaigtuagguq	tell him I'm hungry!
	uigtuaguq	(Y) he tastes

10.	Ner'uqam ataam.	He is eating again.
11.	Maantuq / Maanetuq (HBC)	He is here.
	Maanituq qavarli.	I hope he sleeps here.
12.	Atakumi caciqsit?	What then will you$_1$ do this evening?
	Atakumi caciqsit?	What will you$_1$ do during the evening?
13.	Akikituq paltuuk / pal'tuuk.	The coat is cheap.
	Akikituq cikirtelten camek.	I hope you$_1$ will give in return to those who gave you$_1$ something.
14.	Uingami nanta?	Where then is her husband?
	Uingami uiminun upallruuq.	Since she got married, she moved to her husband's.
15.	Taqeksaitangguqqaa?	He wants to know if you$_1$ finished it yet?
16.	Angyakunwa taillilriit.	Maybe they came over by boat.
17.	Atkuunkin piklaku.	I wish I could have your$_1$ parka.
18.	(C)ellamilli assirpaa!	How nice the weather is!
19.	Tengssuunwam tekitenrilnguq.	The airplane didn't come again.

EXERCISE II: Place hyphens wherever appropriate, and read the sentences.

1) Qaillunkiq taima piat? 'I wonder how they are doing.'
2) Camaiaarnga / camairnga ak'anek tangrramken. 'Shake hands with me as I haven't
seen you$_1$ for a long time.' 3) Schoolami meetingaarciqut. 'They are going to
have a meeting at the school.' 4) Akingillutuq. 'I wish you$_1$ would get paid also.'
5) Aananmigguq nauwa? 'He says, "where is your$_1$ mother?"'
6) Kitakwa tangerciqamegten. 'Well then, we$_2$ will see you$_1$.'
7) It'gatenqaa akngirnarqut? 'Are your$_1$ feet hurting?' Iii. 'Yes'.
8) Kinalluqaa nerciquq / ner'ciquq? 'Will anybody else eat? 9) Taitai iqmiik!
'Come here, Iqmik!' 10) Fishaqataquvet callaqia. 'Call me when you$_1$ are going
to go fishing.' 11) Maaituq amllernek neqengqerqili. 'I hope there will be a
lot of fish at this time.' 12) Nengllirpaalli! 'Oh! How cold it is!'
13) Qayalillilriawa qayailami. 'He is probably making a kayak as he doesn't
have one.' 14) Aturaniam yuullinii mikelnguum. 'I see that the child took off
his clothes again.' 15) Angyaallugguqqaa mingugngaitan? 'He is wondering if
you$_1$ will paint his boat too.' 16) Tuaingunrituq. 'See you again.'
17) Alai tangrranqaa carayak? 'Goodness, did you see the monster?'
18) Maairpakwa elitnauringaitellilriatenllu. 'You$_1$ probably won't teach at this
time also.' 19) Iraluq pikai alairtuq. 'The moon up there is coming into view.'
20) Nerlapustuq. 'I wish we could eat it.' 21) Elpecimillu ciin ayanriceci?
'Why then did you not go also?' 22) Timeaitua watua. 'I don't have time right
now'. 23) Alai ca una? 'My goodness! What is this thing?' 24) Ikaigguqwa
hospitalaarkaq. '(They say) the one across there will be a hospital.'

CHAPTER XVIII

APOSTROPHE (summarized)

18.1. An apostrophe is used for many different purposes in the Yup'ik orthography as have been introduced in different chapters and sections. Another use remains to be mentioned.

In Yup'ik words some syllables are pronounced with greater stress than others. As a whole, however, stress is not as important in Yup'ik as in some other languages. Accordingly it is hardly necessary to indicate stress in Yup'ik orthography. Stress in Yup'ik follows a neat pattern and is generally predicatable from the syllable structure of a word (i.e. from how a word is constituted in terms of syllables). The general pattern of stress is explained in the next chapter.

There is, however, stress that deviates from the general pattern. An apostrophe is used to indicate such deviation from the general pattern. Compare the following:

angerturtuq	he is chewing gum
angertu'rtuq	he keeps saying yes
(e)merturtuq	he is drinking water
(e)mertu'rtuq	he keeps on drinking water
nengqe'rtuq	it suddenly stretches
(e)nengqertuq	he has a house

The first word receives stress on the syllable nger in accordance with the general pattern, but the second word has stress on the syllable tur. This deviated stress is indicated by the apostrophe put between u and r.

The same use of the apostrophe may be suggested to distinguish such a pair as the following:

angyarpak	big boat
angya'rpak	big boat (more emphasis on bigness)

18.2. In summary, an apostrophe is used in the following ways:

(1) Put between a consonant and a vowel, it indicates gemination on the consonant: e.g. ak'a 'already, ago' (8.1), mer'a 'his water' (8.5), mulut'uuk 'hammer' (8.3).

(2) Put between two vowels, it indicates that the regular gemination and lengthening is blocked: e.g. apa'urluq grandfather (endearing)' (8.4).

(3) Put between two consonants, one of which is a voiceless consonant (a stop or a doubled fricative), it indicates that the voiceless consonant does not devoice the other consonant: e.g. at'lirtuq 'he has many names' (11.1), kel'ggu (Y) 'invite him!' (12.5), angyall'ni 'his former boat' (15.2), up'nerkaq 'spring' (15.4).

(4) Put before a word-initial single fricative, it indicates that the fricative is not devoiced: e.g. 'lagiq 'goose' (11.2).

(5) Put at the end of a word, it indicates that the word is an abbreviated form with the final part dropped: Angal' Angalgaaq' (11.3).

(6) Put next to the letter g, it indicates that it is not a part of the combined letter ng: e.g. un'gani 'down there' (11.4), peng'gartuq 'he is worried' (12.6).

(7) Put between a vowel and a consonant, it indicates stress which deviates from the general stress pattern: e.g. angertu'rtuq 'he keeps saying yes' (18.1).

EXERCISE I: Put an apostrophe in the following words, and explain why it is needed.

1.	tangerpak	crowberry	5.	tepliuq	he is making fermented food
	minggaq	small wake		nutngama	because I acquired a gun
2.	nauw	where?		assikeknganka	those I like
	tua-ll	and then		nerlliniuq	(Y) I see he ate (K. nerrliniuq)
3.	pelitaaq	stove	6.	kanaantuq	he is down there
	qanga	no		atuurkaq	clothing
4.	aturturtuq	he keeps singing	7.	Lerleraaq	Chinese
	eritarqa	I plucked it			

EXERCISE II: Put an apostrophe wherever appropriate, and read the sentences.

1) Nacaa nurrama nanguq. 'My nephew's hat is getting worn.' 2) Atsacngauguq atam mana. 'The berries are small here.' 3) Cassaq / Sassaq qulngunritaarnun kaugtuq. 'The clock strikes the hour of nine.' 4) Aull atam nervallagtua. 'Gracious! I ate too much.' 5) Kayangut aka tukngut. 'The eggs are already hatching.' 6) Apaurluum / Apau͡rluum kaugturaa tangurraam kisutii mulutuugkun. 'The grandfather is striking the boy's sinker with a hammer.' 7) Una qayaq kiteqatartuq. 'The kayak (moving) down there is about to sink.' 8) Apma Nuqaqam atmagaa. 'The one whom I call Nuqaq'aq is backpacking it.' 9) Kana Cevarmiu iluurqaqa 'The Chevak person down there is my cousin.' 10) Amllernek pitelartukut / pitlartukut upnerkami. 'We catch plenty during the spring.' 11) Ingum lumarraqa allellrua. 'That one tore my shirt.' 12) Penggartenritukuk micugngiin. 'We$_2$ are not worried because it can land.'

13) Angaqaa paltuuk akallaq. 'He is taking the old coat with him.'
14) Natliqsit? Itgiqua. 'Where do you$_1$ hurt? My foot hurts.'
15) Ungani kuigem paingani kuvyauq. 'He is fishing down there at the mouth
of the river.' 16) Tangercelan (c)ella tangerliq tangerciigataa. 'He can't
see the black bear as it is dark outside.' 17) Uquv, kaig-qaa cakneq?
'Uquviaraaq, aren't you$_1$ very hungry?' 18) Lintali lumarramek kavirlimek.
'Make a ribbon out of red cloth!' 19) Cavurluni taiguq. 'He came rowing all
the way.' 20) Tagqerluk tassuquurlunuk. 'Let us$_2$ go up hand in hand.'
21) Kuvyaqaarqami neqliqaartel(l)artuq. 'When he fishes on occasion, he catches
a lot of fish.' 22) Neqaqaarqa caucia lagim Kassatun. 'I suddenly remembered
what "lagiq" is in English.' 23) Atuurkanka tamarmeng iqaut. 'All my clothes
are dirty.' 24) atullni angyaq upnerkaq 'the boat he used last spring'
25) Verutairaa iinga. 'He removed the foreign object from his eye.'
26) Us. qaill pisit? 'You$_1$ here, what is wrong with you$_1$?' 27) Kuvyaa
ataurluma canguurtuq neqnek. 'My poor father's net keeps catching fish.'
28) Taquq menermek. 'He quit drinking.' 29) Qitvulluku qanrutlaraa.
'He talks to him in English.' 30) Patuqer taun. 'Please put a lid on that!'
31) Nutlirtuq aataka. 'My father has many guns.' 32) Apaurluq neruurtuq.
'The grandfather is eating.' 33) Au͡gkucimek au͡gum cikiraanga. 'The one
leaving gave me that kind.' 34) Ellmikun taigua. 'I came for no particular
purpose.' 35) Anqertuq mulukuurpailegmi. 'He dashed out before drinking his milk.'
36) Cangituq nunaurluqa. 'My poor land lacks grass.' 37) Luqruuyiim igaraa
manaqa. 'The pike is biting on my fish hook.' 38) Eklarai atliquurluki.
'He stacks them in.'

CHAPTER XIX

STRESS

19.1. Lengthening and gemination have been explained in early chapters (6 through 8). Lengthening and gemination are both related to quantity (i.e., length in time) of a sound: the former to that of a vowel and the latter to that of a consonant. The two are mutually related as is reflected in their rules (6.1 and 7.1).

These two quantity changes on the one hand and stress on the other are also very closely related to each other. It could appropriately be said that they are actually one and the same phenomenon: They are merely the reverses of the same coin.

In this chapter the general pattern of Yup'ik stress is explained in such a way that it can be unified with lengthening and gemination.[1] This means that lengthening and gemination are viewed in a somewhat different aspect from the one presented in earlier chapters. Accordingly, it is necessary that readers fully understand the rules of lengthening and gemination before reading the next section lest they be confused.

19.2. A word may have two or more stressed syllables. Stress is assigned by Rules I through V below (19.2.1 through 19.2.5). The rules apply successively from a word-initial syllable until a word-final one.

A prime vowel of an open syllable is lengthened if it is stressed, while an open syllable with e̲, if stressed, becomes a closed syllable (in pronunciation) with its immediately following consonant being geminated.

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[1] Yup'ik stress has relevance to the orthography only in that case of deviation from the general pattern which was mentioned in 18.1.

19.2.1. Rule I. A word-initial closed syllable is stressed, while a word-initial open syllable is unstressed. A stressed syllable is marked with an accute accent (ˊ) in the description below. Examples:

áng/yaq	boat
qa/yaq	kayak (no stress on qa)

19.2.2. Rule II. Starting from a word-initial syllable, a syllable immediately following a stressed syllable is unstressed; a syllable immediately following an unstressed syllable is stressed.

áng/ya/mí/ni	in his own boat
qa/yá/mi/ní	in his own kayak
qa/yá/mi/ní/-llu	also in his own kayak

The syllable mí in the first word and yá and ní both in the second and the third words are stressed by Rule II. These stressed open syllables are lengthened as the vowels are prime ones except that the word-final ní of the second word will be "destressed" later by Rule V. It should be understood that all this exactly corresponds to the lengthening explained in 6.1: Try applying the rule of 6.1 on these words.

qa/yár/tang/qér/tuq	there is a kayak
qa/yár/tang/qér/tuq/-llú/-gguq	also they say there is a kayak

The second is exactly one of those examples given in 17.1 whose lengthening was left unexplained. Now it is easily understood that the prime vowel u of llu is lengthened since it is stressed by Rule II.

na/cé/tuq	he is on the lookout
pa/lú/te/qé/rru	please close it!
e/mé/ra	his water

The stressed syllable lú of the second word is lengthened since the vowel is a prime vowel.

The stressed syllables cé, qé, and mé have the vowel e, so that its following consonants t, rr, and r are geminated, making the syllables closed ones. This exactly corresponds to the gemination explained in 7.3.

19.2.3. Rule III. If stress according to Rule II is to fall on an open syllable immediately preceded by a closed syllable, the stress skips to the following syllable, and at the same time the preceding closed syllable is retrogressively stressed. A retrogressively stressed syllable is marked by a grave accent (ˋ).

áng/yàr/ka/mí/ni	on his own material for boat
áng/yàr/ka/á/ni	on his material for boat
áng/ya/lí/yùg/ci/qú/ten	you$_1$ will wish to make a boat
cf. qa/yá/li/yúq/ci/qú/ten	you$_1$ will wish to make a kayak

In the first and the second word the stress by Rule II should fall on ka. But it skips to mi and a because ka is preceded by a closed syllable yar, and this closed syllable is retrogressively stressed. Likewise in the third word the stress, which should fall on ci by Rule II, skips to qu and the closed syllable yug is retrogressively stressed. On the other hand, the stress on qu of qa/yá/li/yúg/ci/qú/ten is not because of skipping, but because of Rule II.

The stress, however, does not skip if the following syllable is an enclitic. Retrogression of stress does not occur either in this case.

áng/yag/ká/-mi	how about my two boats?
ma/lígq/lam/cí/-tuq	I hope I can go with you

In the first word the stress should fall, by Rule II, on ka, which is lengthened. Though the *ka* is preceded by the closed syllable *yaq*, the stress does not skip to *mi*, which is an enclitic. In the second word the stress should fall (by Rule II) on *ci*, which is lengthened. Though it is preceded by a closed syllable *lam*, it does not skip to *tuq* as it is an enclitic.

19.2.4. *Rule IV*. If stress according to Rule II or III is to fall on an open syllable whose following syllable does not begin with a consonant (in other words, if stress according to Rule II or III is to fall on the first vowel of a vowel cluster or a double vowel), the stress skips to the following syllable (in other words, to the second vowel) and at the same time the preceding syllable is retrogressively stressed. If the retrogressively stressed syllable is an open syllable, its immediately following consonant is geminated.

áng/yà/li/ū/nga	I am making a boat
áng/yàr/kā/li/ū/nga	I am making material for a boat

In the first word stress is first assigned by Rule II to li. But the *li* is followed by a syllable not beginning with a consonant, so that the stress skips to that syllable *u*, and the preceding syllable *ya* is retrogressively stressed. The *ya* is an open syllable, so that its following consonant *l* is geminated. Likewise, in the second word stress is first assigned by Rule II on *ka*. But the *ka* is preceded by a closed syllable *yar*, so that by Rule III the stress skips to *li* and the closed syllable *yar* is retrogressively stressed. Furthermore the stress skips from *li* to *u* by this Rule IV since the *li* is followed by a syllable not beginning with a consonant, and the preceding syllable *ka* is retrogressively stressed. As the *ka* is an open syllable, its following consonant *l* is geminated.

The stress, however, does not skip if the following syllable is an enclitic. Compare the following:

ca/lī́/-am'	work now!
cằ/li/ắm	of the work

In the second word the stress assigned to li by Rule II skips to the following syllable am by Rule IV and the first syllable ca is retrogressively stressed. In the first word, on the other hand, stress does not skip from li, since the following syllable is an enclitic. The stressed second syllable of the first word is lengthened, while the consonant following the retrogressively stressed first syllable in the second word is geminated. See the next section as to the stress on am of the second word.

It should be understood here that gemination on a consonant following a retrogressively stressed open syllable exactly corresponds to the gemination explained in 7.1.

19.2.5. Rule V. If a word-final syllable is stressed, it is "destressed"; in other words, it loses stress

qa/yắ/mi/nī́ (19.2.2)→qa/yắ/mi/ni

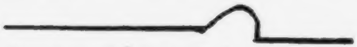
cằ/li/ắm (19.2.4)→cà/li/am

This rule is related to the statement made in 6.1 that a word-final syllable is not lengthened even if it is the second of the sequence of open syllables.

19.3. As a result of applications of the rules above, a word may have more than two stresses. It does not imply, however, that every stressed syllable is actually pronounced with the same degree of stress.

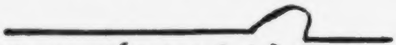
The last stressed syllable in the word is most strongly stressed, and the tone of the word rapidly falls down after that syllable. Compare the following:

ang/ya/li/ciq/sug/nar/quq apparently he will make a boat



→ āng/ya/lī/ciq/sũg/nar/quq (by Rule I, II, V)

ang/ya/li/ciq/sug/nar/qu/ten apparently you$_1$ will make a boat



→ āng/ya/lī/ciq/sũg/nàr/qu/ten (by Rule I, II, III, V)

The last stressed syllable sug in the first word is most strongly stressed and nar in the second. After these syllables, the tone of the word falls rapidly as the lines on top of the words show.

Any stress other than the last stress in a word is not so prominent, although stress on an open syllable which is lengthened or a retrogressively stressed syllable whose following consonant is geminated is very apparent because of the lengthening or the gemination.

Another point to be mentioned in the matter of pronunciation is a double vowel and a vowel cluster. A vowel cluster or a double vowel which has been treated as constituting two syllables is actually pronounced as a single syllable.

According to the Rules II through IV, the second vowel of a vowel cluster or a double vowel is always stressed, although the stress is destressed by Rule VI if it is the word-final syllable. In case of the clusters ai and au, however, the stress tends to move back to the first vowel, especially if the second vowel is in an open syllable: They are then pronounced with a falling pitch [āì] and [aù].

Generally, the pitch of a vowel cluster or a double vowel is not so prominent; more often it is pronounced with a level pitch. But if a vowel cluster (except the above mentioned ai and au) or a double vowel has the last stress in a word, it tends to be pronounced with a rising pitch.

à/ki/ā/ni	[$\overset{\nearrow}{\text{kiâ}}$]	on the other side of it

The following two words can be distinguished by the pitch difference as well as the existence of retrogressive stress:

míng/qut/kā/-llu	[$\overset{\rightarrow}{\text{kâ}}$]	also my needle (→ level pitch)
míng/qùt/ka/ā/-llu	[$\overset{\nearrow}{\text{kâ}}$]	also it is his needle

REVIEW V

EXERCISE I: Write T in ( ) if the statement is true, but F if false.

For the statements marked F, give the reason why they are false.

1. ( ) An apostrophe is used to distinguish an enclitic from the word to which it is attached.

2. ( ) An apostrophe is used to indicate a possessor as is done in English (e.g. man's boat).

3. ( ) An apostrophe put before a word-initial fricative indicates that the fricative is a voiced sound.

4. ( ) A stress which is not determined by the general pattern of stress (as introduced in Chapter XIX) is marked by an apostrophe put between a vowel and a consonant.

5. ( ) A word-final syllable is always pronounced with stress.

6. ( ) A lengthened vowel is always pronounced with stress.

7. ( ) A vowel immediately following a geminated consonant is always pronounced with stress.

8. ( ) A hyphen is used to separate a foreign word from a Yup'ik element.

9. ( ) A consonant which is preceded by a single short (i.e. unlengthened) vowel and is followed by two vowels with a hyphen in between is geminated.

10. ( ) A word-initial open syllable is not stressed and accordingly it is not lengthened.

11. ( ) Yup'ik has neither alveo-palatal nor back velar nasal consonants.

12. ( ) A hyphen is used to cut a word at the end of a line as is done in English: a word should be cut only at the syllable divisions.

13. ( ) Gemination on a consonant makes its preceding syllable a closed one.

14. ( ) The first stressed syllable in a word is pronounced with the strongest stress.

15. ( ) A syllable is retrogressively stressed if the second syllable after it is stressed

16. ( ) Basically stress in Yup'ik is assigned rhythmically.

EXERCISE II: Fill the long blanks with a suitable terminology and the underlined short blanks with a suitable sound (letter).

The vowels i and u are (1) vowels, while (2) is a low vowel. A (3) vowel can combine with another vowel except (4) like ai, ia, au, (5), ui, iu. These are called vowel (6).

There are (7) stop consonants in Yup'ik. In pronouncing stop consonants (as contrasted with nasals), the passage of air through the (8) is blocked with the (9) palate touching the wall of the pharynx. Closure is made at the (10) for the stop p, so that it is called a (11) stop. The stop pronounced the farthest back in the mouth is (12). Yup'ik stop consonants (especially t) are (13) at the end of a word, that is, they are followed by a puff of breath.

The fricatives v, l, (14), g, and r are (15) when they occur at the beginning or end of a word or next to a voiceless consonant, but otherwise (16). The alveopalatal fricative (17) is always voiced. One of the characteristics of the dialect of Hooper Bay and Chevak is that the sound s (voiced) is replaced with (18). The (19) velar fricatives, i.e., w, ug, and ur, are characterized by lip rounding.

A nasal is (20) if it occurs after a stop or a (21) fricative: such a nasal is not written with a bar on top.

There are five labial sounds in Yup'ik: a (22), a voiced and a voiceless fricative, and a voiced and a voiceless (23). There are (24) back velar sounds, three of which are (25).

A syllable which ends with a consonant is called a (26) syllable, while a syllable which does not end with a consonant is an (27) syllable. If there is a single consonant between two vowels, syllable division is made (28) the consonant, but if there are two consonants, syllable division is made (29) the consonants.

A vowel which is always pronounced long irrespective of its position is long by (30), and such a vowel should be written (31). If a consonant is followed by such a vowel and is preceded by a single short (i.e. non-lengthened) vowel, the consonant is automatically (32).

If there is a sequence of two open syllables followed by another syllable which begins with a consonant, the vowel of the (33) open syllable is lengthened. Such a lengthened vowel, which is long by (34), should be a (35) vowel. If the vowel of the second open syllable is e, the consonant after the e is (36). Gemination which is not automatically determined should be marked with an (37) put (38) the consonant to be geminated.

A short word which consists of one or two syllables and is pronounced as a part of the preceding word is called an (39): In Yup'ik orthography it is separated by a (40) from the word to which it is attached. An (41) put between a stop and a fricative indicates that the latter is not assimilated by the former, that is to say, the latter is (42).

EXERCISE III: Choose the correct spelling.

1. He is in a dancing mood. (1. qacagtuq, 2. qacartuq, 3. qac'agtuq, 4. qac'artuq)
2. it claps, slaps (K) (1. qacagtuq, 2. qacartuq, 3. qac'agtuq, 4. qac'artuq)
3. maybe he is blocking it (1. caplia, 2. cap'lia, 3. capelia)
4. he is making a barrier for it (1. caplia, 2. cap'lia, 3. capelia)
5. it is his coat (1. paltuukaa, 2. paltuuqaa, 3. pal'tuukaa, 4. pal'tuuqaa)
6. he is putting a coat on him (1. paltuugaa, 2. paltuuraa, 3. pal'tuugaa, 4 pal'tuuraa)
7. my two guns (1. nutgagka, 2. nutgigka, 3. nutgugka, 4. nutgegka)
8. I shot them$_2$ (1. nutgagka, 2. nutgigka, 3. nutgugka, 4. nutgegka)
9. forehead (1. cunguq, 2. cun'guq, 3. cung'uq)
10. gall (1. cungaq, 2. cun'gaq, 3. cung'aq)
11. blackfish (1. cangiiq, 2. can'giiq)
12. it is thin (Y) (1. cangetuq, 2. cang'getuq, 3. canegtuq 4. can'ggetuq)
13. he is gathering grass (1. cangetuq, 2. can'getuq, 3. canegtuq, 4. can'ggetuq)
14. his catch of fish (1. nuqtai, 2. neqtai)
15. he pulls them (1. nuqtai, 2. neqtai)
16. hopefully later on (1. atatakutuq, 2. atatakut'uq, 3. atataku-tuq)
17. he is planning to proceed later (1. atatakutuq, 2. atatakut'uq, 3. atataku-tuq)

18.	he quits	(1. taq'aq, 2. taq'uq, 3. teq'aq, 4. teq'uq)
19.	urine	(1. taq'aq, 2. taq'uq, 3. teq'aq, 4. teq'uq)
20.	fish fermented in a pit	(1. taq'aq, 2. taq'uq, 3. teq'aq, 4. teq'uq)
21.	if he wants to put footgear on	(1. piiugugyukuni, 2. piluugugyukuni, 3. pilu'ugyukuni)
22.	you will	(1. piciquten, 2. piciiquten, 3. pici'iquten)
23.	you will drown	(1. kiciquten, 2. kic'iquten, 3. kiciiquten, 4. kici'iquten)
24.	it is milk	(1. mulukuruuq, 2. mulukuuruuq, 3. muluk'uruuq, 4. muluk'uuruuq)
25.	it is milk	(1. milekuruuq, 2. milekuuruuq, 3. milek'uruuq, 4. milek'uuruuq)
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27.	it is old	(1. akallauguq, 2. ak'allauguq, 3. ak'all'auguq, 4. ak'alla'uguq)
28.	it becoming white	(1. qatriluni, 2. qateriluni, 3. qat'riluni)
29.	rainbow	(1. aglugyaq, 2. agluryaq, 3. agluguyaq, 4. agluruyaq)
30.	weasel	(1. agluryaq, 2. agluryaq, 3. agluguyaq, 4. agluruyaq)
31.	their$_2$ smell	(1. tepiik, 2. tepepik, 3. tepepiik)
32.	real smell	(1. tepiik, 2. tepepik, 3. tepepiik)
33.	two real smells	(1. tepiik, 2. tepepik, 3. tepepiik)

EXERCISE IV: Fill the blanks with a front or back velar consonant (k or q, g, or r, gg, or rr).

1.	ta__sartuq	it would be too long
	ta__sartuq	he would quit
2.	e__suituq	it doesn't shrink
	e__suituq	it isn't put in
3	ma__luku	setting it upright
	ma__luku	making it flow
4.	uu__saituq	it is not done (cooking) yet
	uu__saituq	it hasn't blown its horn yet
5.	melus__aa	use snuff (up your nose)!
	melus__aa	he told him to be "it"
6	pika__tuq	he can't pronounce his back velars
	pika__tuq	he's getting something for himself
7.	__akegtuq	she has a nosebleed
	__akegtuq	she lifts up her skirt
8	__eltai	its scales, barks
	__eltai	he is observing them warily
9.	ing__iq	gum (anatomical)
	ing__iq	louse, nit
10.	ne__aa	his snare
	ne__aa	he is eating it
11.	e__neq	juice
	e__neq	day
	e__neq	dawning
12.	u__taa	he pulls it up
	u__taa	her dough
13.	e__luni	(it) being tossed
	e__luni	(it) dawning
14.	pe__luku	bending it
	pe__luku	releasing it
15.	kenu__luku	dressing her up
	kenu__luku	throwing light on
16.	pai__luku	meeting him
	pai__luku	licking it

EXERCISE V: Fill the first blank of each word with k or q and the second and third blanks with a vowel.

1.	__ __n__rtuq	it is snowing
2.	__ __n__rtuq	it is bent forward
3	__ __n__rtuq	he speaks
4.	__ __n__rtuq	it frosts
5	__ __n__rtuq	it slows down
6.	__ __n__rtuq	he is angry
7	__ __n__rtuq	she is cooking
8.	__ __n__rtuq	it is dry
9.	__ __n__rtuq	he sights with an aid

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BB: Bristol Bay

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ERRATA:

Yup'ik Eskimo Orthography
by Miyaoka & Mather

P.20, Q.6, 2nd form	your → your$_1$
P.21, Q.Final 1, 5th form	look for something of his → look for something of his!
P.22, Q.8, 2nd form	your → your$_1$
P.28, L.12	your thing → your$_1$ thing
P.30, Q.22	your$_2$ uncle → your$_2$ uncles
P.31, Q.3	husband → husbands
P.31, Q.10	you help them$_2$ → you$_2$ help
P.31, Q.20	you → you$_1$
P.36, right, L.17	don't ask! → don't keep asking!
P.39, Ex.IV, Q.15	you → you$_1$
P.49, L.11	open short syllables → open syllables
P.54, Ex.I, 19	your → your$_1$
P.56, Q.32	your → your$_1$
P.56, Q.33	your → your$_1$
P.56, Q.37	she uses these → someone uses them
P.60, L.2 up	ama'urluq/amaurluq → ama'urluq
P.63, Q.40	tarru → (t)arru(u)
P.63, f.n.2	Delete the whole footnote.
P.74, Q.21, 2nd form	say you are hooking! → say you$_1$ are hooking!
P.78, left, L.8 up	let us eat → let us eat!
P.83, left, L.2 up	you there, babysitter → you$_1$ there, babysitter!
P.84, Q.11	nere__ __anritaa → nere__ __anriraa
P.92, Q.12	you → you$_1$
P.92, Q.14	your → your$_1$
P.100, right, L.5	start it → start it!
P.103, L.2 up	her → someone
P.105, Ex.IV, Q.8	your → your$_1$
P.109, Q.22	your → your$_1$
P.110, f.n.1	Delete the whole footnote.
P.110, L.3	)^1 →)
P.112, L.1	their own mother → their own mothers
P.114, Ex.I, Q.6	your beard → your$_1$ beard
P.115, L.8 up	dawn → dawning
P.116, L.11	he will not drape over it → he will not drape it over
P.117, right, L.7	she → someone
P.117, left, L.13	it → something
P.119, L.3	she → someone
P.120, Ex.I, 1	she → someone
P.120, Q.6, 1st form	he → someone
P.120, Q.12, 2nd form	she → someone
P.120, Q.16, 1st form	he made → someone made
P.121, Q.5	them → them$_2$
P.123, L.2 up	gerr → qerr
P.128, L.12 up	you → you$_1$
P.128, L.9	Also, they say there is a kayak. → They say there is a kayak also.
P.129, footnote	cali-am' → cali am', cali ampi → cali ampi
P.132, Q.8	tupiiam wake up! → tupagtuaam I woke up again!
P.133, Q.17	you → you$_1$
P.134, L.10	predicatable → predictable
P.137, Q.27	canguurtuq → cangu(u)rtuq
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P.139, L.7 up	also they say there is a kayak → they say there is a kayak also
P.142, L.3	ca/lí/-am' → ca/lí/-am
	work now! → again
P.150, Ex.IV, Q.1	it would be too long → it would be long
P.150, Ex.IV, Q.8	its scales, barks → its scales / bark

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Yup'ik Eskimo Orthography

text by
Miyaoka & Mather
answers by
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Kuskokwim Community College
Bethel, Alaska

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University of Alaska Fairbanks

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EXCERCISE I: Fill the blanks with a suitable vowel (a, e, i, u) and pronounce the words.

Initial

1.	*a*kiq	money	8.	*i*kani	across there
	*e*kiq	wound		*u*kani	coming this way, in the future
2.	*u*kut	these	9.	*a*ngak	uncle
	*a*kut	hems, borders		*u*ngak	beard
3.	*e*quk	something carried on shoulder	10.	*i*nitan	your$_1$ clothesline
	*i*quk	end piece		*u*nitan	you$_1$ left it
4.	*e*gan	pot	11.	*e*laten	area outside your$_1$ house
	*i*gan	your$_1$ mark, symbol, letter		*i*laten	your$_1$ relatives
5.	*u*nuk	night	12.	*u*rukan	when it melts
	*a*nuk	dogharness		*a*rukan	when it rots
6.	*a*luka	sole of my foot	13.	*a*linguq	he is afraid
	*i*luka	inside of my belly		*u*linguq	he gets a blanket
	*u*luka	my tongue		*i*linguq	he gets a helper / partner
7.	*u*cika	my load	14.	*u*pingauq	he is ready
	*a*cika	area beneath me		*i*pingauq	he is not in view

Final

1.	ul*a*	tide	4.	qayam*i*	in the kayak
	ul*u*	tongue		qayam*a*	of my kayak
2.	ek*i*	get in!	5.	piluk*u*	doing it
	ek*a*	fire		piluk*i*	doing them
3.	ag*i*	go over!	6.	atak*i*	let me see
	ag*u*	don't!		atak*u*	this evening
	ang*u*	don't!		atak*a*	my father

Medial

1.	n*e*_pa	noise
	n*a*_pa	tree
2.	t*e*_ma	body
	t*u*_ma	footprint
3.	c*a*_pa	curtain
	c*u*_pa	ice floe
4.	k_*e*neq	fire
	k_*a*neq	frost
5.	p_*a*tuk	two lids
	p_*e*tuk	dog leash
6.	m_*a*naq	fish hook
	m*i*_naq	reserved or left over food
7.	c_*u*kiq	quill
	c*a*kiq	parent-in-law
8.	q*e*mik	two hills
	q*u*mik	something tucked inside a person's clothing (in front), fetus
9.	q*a*_lut	dip-nets
	q*i*_lut	guts
10.	q*i*ngaq	(K) fetus
	q*e*ngaq	nose
11.	p*i*nguq	he gets something
	p*e*nguq	hill
12.	n*a*riki	smell them!
	n*e*riki	eat them!
13.	q*a*maneq	whirlpool, eddy
	q*i*maneq	act of fleeing
14.	t*a*quci	your braids
	t*u*quci	die!, kill (something)!
15.	q*i*_lukan	if it barks
	q*a*_lukan	if he fishes by dip nets
16.	p*a*_lukan	when he starves
	p*i*_lukan	when he puts footgear on
17.	q*e*_luluni	(it) tightening up (as of a muscle)
	q*a*_luluni	(he) dip-netting
18.	t*e*_vingaluni	(it) being draped over
	t*u*_vingaluni	(he) being choked
19.	am*a*_q	back-pack
	am*i*_q	skin
20.	ak*i*_q	coin
	ak*e*_q	stair
21.	ak*i*_n	other side of you$_1$
	ak*u*_n	your$_1$ hem
22.	uq*u*_q	oil
	uq*e*_q	lee side
23.	ul*e*_k	two tides
	ul*i*_k	blanket
	ul*u*_k	two tongues

24.	iq*a*q	dirt
	iq*e*q	corner of mouth
25.	ip*i*k	limb
	ip*e*k	diamond (in playing cards)
26.	tek*i*q	ear-wax
	tek*e*q	index finger
27.	taq*u*q	braid
	taq*e*q	blood vein
28.	neg*e*q	north (wind)
	neg*a*q	snare
29.	qul*i*n	bath water (for washing hair)
	qul*e*n	ten
30.	man*a*q	fish hook
	man*e*q	(Y.NI) clump of tundra grass
31.	kang*i*q	meaning, principle
	kang*e*q	top (mountain), source (river)
	kang*u*q	snow-goose
32.	cap*e*t	curtains
	cap*u*t	our things
33.	kegg*a*n	trunk of body
	kegg*u*n	tooth
34.	ut*a*qauq	he is waiting
	ut*u*qauq	it (seal skin) is aged
35.	akit*u*kaqa	I think it is expensive
	akit*e*kaqa	it is my pillow

36.	k*u*lun	ring
	k*e*lun	area behind you
37.	ilak*e*k	their$_2$ family
	ilak*a*k	they$_2$ are his family
	ilak*u*k	they$_2$ are of the same family
38.	k*i*putaqa	I buy it
	k*a*putaqa	I drive (push) it in
39.	iq*a*ciquq	it will be dirty
	iq*u*ciquq	it will keel over
40.	ayar*i*kaqa	I desire it
	ayar*u*kaqa	my future walking stick
41.	ay*u*kuni	when it (fire) spreads
	ay*a*kuni	when he leaves
42.	pil*a*ku	may I do it?
	pil*u*ku	doing it
43.	qay*a*mi	in the kayak
	qay*u*mi	just as I thought!
44.	kal*i*kaq	paper
	kal*u*kaq	feast, party
45.	ang*i*tek	(you$_2$) make gum!
	ang*u*tek	two men
	ang*a*tek	your$_2$ uncle
46.	ayuq*e*n	your$_1$ resemblance
	ayuq*a*n	you$_1$ look like him
47.	acap*i*k	real aunt
	acap*u*k	our$_2$ aunts

EXERCISE II: Choose the correct spellings.

1. ripple (1 minik, 2 menik, 3 [✓ minek], 4 menek)
2. roe (1 miluk, 2 [✓ meluk], 3 milek, 4 melek)
3. clay (1 [✓ qikuq], 2 qekuq, 3 qikeq, 4 qekeq)
4. from where? (1 nakan, 2 nakin, 3 nakun, 4 [✓ naken])
5. floor (1 nuteq, 2 nutiq, 3 [✓ nateq], 4 natiq)
6. sore (1 pepik, 2 pepek, 3 [✓ pupik], 4 pupek)
7. leg (1 [✓ iruq], 2 eruq, 3 ireq, 4 ereq)
8. oops! (1 aran, 2 arin, 3 arun, 4 [✓ aren])
9. name (1 [✓ ateq], 2 eteq, 3 uteq, 4 iteq)
10. eat! (1 niri, 2 nire, 3 [✓ neri], 4 nere)
11. half (1 uvuk, 2 avuk, 3 avik, 4 [✓ avek])
12. your$_1$ sleeve (1 [✓ alin], 2 alun, 3 alen, 4 ulin)
13. dirt (1 eqaq, 2 equq, 3 [✓ iqaq], 4 iquq)
14. area above (1 qule, 2 [✓ qula], 3 qele, 4 qela)
15. ten (1 [✓ qulen], 2 qulan, 3 qelen, 4 qelan)
16. he learns (1 ilituq, 2 iletuq, 3 [✓ elituq], 4 eletuq)
17. cooking pots (1 egatat, 2 [✓ egatet], 3 egatit, 4 egatut)
18. elbow (1 ekusek, 2 ekusik, 3 [✓ ikusek], 4 ikusik)
19. write to him! (1 [✓ igarru], 2 egarru, 3 igerru, 4 egerru)
20. bird (1 yaqulik, 2 yaquluk, 3 yaqulak, 4 [✓ yaqulek])
21. books (1 [✓ kalikat], 2 kalekat, 3 kulikat, 4 kulekat)
22. new thing (1 nutaruq, 2 [✓ nutaraq], 3 netaruq, 4 netaraq)
23. stranger (1 ullaniq, 2 ullaneq, 3 allaniq, 4 [✓ allaneq])
24. face (1 kagginaq, 2 kigginaq, 3 [✓ kegginaq], 4 kugginaq)
25. he will work (1 caleciquq, 2 [✓ caliciquq], 3 calecequq, 4 calicequq)

EXERCISE I: Fill the blanks with a or aa, i or ii, u or uu, and read the words.

1.	*aa*tam	the father's
	*a*tam	look!
2.	*ii*pik	real eye
	*i*pik	limb
3.	*uu*neq	burn on flesh
	*u*neq	armpit
4.	*a*maq	something carried on back
	*aa*maq	breast
5.	*i*qan	your dirt
	*ii*qan	when he hides
6.	q*uu*kan	when it (hole) closes up
	q*u*kan	your waist
7.	auk*a*	my blood
	auk*aa*	it is his blood
8.	pair*aa*	he licks it
	pair*a*	lick!
9.	uing*uu*q	he is a husband
	uing*u*q	she gets a husband
10.	tait*aa*k	they$_2$ bring it
	tait*a*k	he brings them$_2$
11.	apt*aa*nga	he asks me
	(kia) apt*a*nga	(who) asks me?
12.	qayap*i*k	genuine kayak
	qayap*ii*k	two genuine kayaks
13.	tait*u*k	fog
	tait*uu*k	they$_2$ usually come
14.	p*i*nrituq	he doesn't
	p*ii*nrituq	he doesn't have insoles in his boots
15.	*ii*r*aa*	he hides it
	*ii*r*a*	hide!
16.	*ii*k*a*	my eye
	*ii*k*aa*	it is his eye
17.	*aa*n*a*	mother
	*aa*n*aa*	mother!
18.	c*ii*t*uu*q	it chaps
	c*ii*t*u*q	it is smashed (as an egg)
19.	c*ii*ss*i*t	bugs
	c*ii*ss*ii*t	their bugs
20.	*uu*ng*uu*q	it is this one
	*uu*ng*u*q	it begins to be done cooking
21.	*ii*nr*uu*	medicate him!
	*ii*nr*u*	medicate (yourself)!
22. ?	t___nr___	(Y) its (building) foundations
	t*uu*nr*i*	use spirit power!
	t*uu*nr*ii*	he uses spirit power on them

EXERCISE II: Fill the blanks with a double vowel (aa, ii, uu) or a vowel cluster (ai, ia, au, ua, ui, iu).

Initial

1.	*uu* mi	recently
	ui mi	of her own husband
	au mi	of his own blood
	ii mi	of his own eye
2.	*uu* kan	when it cooks
	ui kan	your$_1$ husband to be
3.	*ii* taq	reed
	uu taq	sugar candy, bread, biscuit
4.	*aa* maq	breast
	au maq	(Y.HBC.NI) ember
	ua muq	he is wasting time

Final

1.	yuar*aa*	he is looking for him
?	yuar___	look for him!
	yuar*ai*	he is looking for them
	yuar*ia*	he is looking for something of his
	yuar*iu*	look for something of his
	yuar*ii*	he is looking for something of theirs
2.	qaur*ai*	(K.NI.HBC) they have head sores
	qaur*aa*	his forehead / he has head sores
3.	alung*ii*	its dog soup
	alung*aa*	lap it up!
4.	uik*ia*	have me as your$_1$ husband!
	uik*ai*	they are her husbands
	uik*iu*	have him as your$_1$ husband!
5.	egat*ii*	his cooking pot
	egat*ai*	his cooking pots / (Y.HBC) she cooks for them
	egat*aa*	she cooks for him
	egat*ui*	she cooks them (usually)
	egat*ua*	she cooks it (usually)
	(kia) egat*au*	(who) cooked for him?

Medial

1.	c*ii* n	why?
	c*ui* n	ear
2.	p*ai* guq	he stays behind at home
	p*iu* guq	it is a thing

3.	n*au*_kan	when it grows
	n*ua*_kan	it is your$_1$ saliva
4.	k*ui*_muq	he is swimming, plunging into water
	k*ai*_muq	he drops crumbs
5.	n*uu*_ga	its point
	n*ua*_ga	his saliva
	n*ui*_ga	(NI) his bird dart
	n*iu*_ga	its rustling sound
6.	q*ai*_q	wave
	q*ii*_q	grey hair
	q*iu*_q	bluish rock
	q*ia*_q	intestine tissue
	q*au*_q	(K.NI.HBC) head sore
	q*ua*_q	raw (frozen) thing
7.	k*ii*_ka	I hope so!
	k*ui*_ka	my river
8.	k*iu*_kan	when he answers
	k*ui*_kan	it is your river
	k*ia*_kan	when it is summer
	k*ai*_kan	if he is hungry
	k*au*_kan	when it (clock) strikes
	k*ii*_kan	when it comes off in layers
9.	k*ai*_neq	hunger
	k*ia*_neq	channel, open water
10.	n*au*_guq	it grows
	n*aa*_guq	it becomes complete (in number)
11.	p*ai*_kaa	it is its mouth
	p*au*_kaa	it is its pole
12.	q*au*_tua	he gets head sores
	q*iu*_tua	he turns cyanotic
13.	q*ia*_ngan	as he cried
	q*ai*_ngan	of its surface / as it (water) is getting rough
	q*ii*_ngan	as he acquired grey hair
	q*iu*_ngan	as it is turned blue
	q*au*_ngan	as he got sores on head
14.	q*ua*_guk	sharp edge
	q*ia*_guk	they$_2$ are crying
	q*iu*_guk	they$_2$ are bluish
	q*uu*_guk	they$_2$ are closing in
15.	c*ai*_raa	he strips her of her belongings
	c*iu*_raa	he wrings it
	c*au*_raa	keep on doing (something)!
16.	k*ia*_tiini	in its up-river area
	k*iu*_tiini	in his answer
17.	k*iu*_tuani	because he answers him
	k*ii*_tuani	how lucky!, finally!
18.	aning*ua*_q	boil
	aning*au*_q	it is exposed

19.	iir*uu*k	(K) two great eyes
	iir*au*k	they$_2$ are hiding around
	iir*aa*k	they$_2$ are hiding it
	iir*iu*k	they$_2$ are hiding something
	iir*ia*k	he is hiding their$_2$ something
20.	iing*ua*k	eyeglasses, false eyes
	iing*uu*k	they$_2$ are eyes

EXERCISE I: Fill the blanks with k or q.

1.	iika	my eye	11.	uikaa	he is her husband
2.	ciika	my sheefish	12.	qayaqaa	it is his kayak
3.	ciuteka	my ear	13.	acakaa	she is his aunt
4.	akutaqa	my ice cream	14.	amiqaa	it is his skin
5.	putukuqa	my big toe	15.	panikaa	she is his daughter
6.	malika	one who's with me	16.	negaqaa	it is his snare
7.	pupika	my sore	17.	ulikaa	it is his blanket
8.	piipiqa	my baby	18.	nuyaqaa	it is his hair
9.	aipaqa	my companion	19.	kuikaa	it is his river
10.	cavuteka	my oar	20.	kuuvviaqaa	it is his coffee

EXERCISE II: Fill the blanks with k or q. Each word should have at least one k and one q.

1.	qaku	when	13.	tekeq	index finger
2.	qayak	two kayaks	14.	tekiq	ear wax
3.	kicaq	anchor	15.	cakiq	parent-in-law
4.	qanuk	snowflake	16.	akutaq	ice cream
5.	qapuk	foam, froth	17.	ayuquk	they$_2$ are alike
6.	keneq	fire	18.	tuqutak	he kills them$_2$
7.	qukaq	waist	19.	cakuciq	what kind?
8.	qutukan	when he snores	20.	taquqak	bear
9.	qulitek	(you$_2$) wash your hair!	21.	caqukaq	wrapping
10.	kumakaq	birch tree fungus	22.	takaqaqa	I am shy of him
11.	kalikaq	paper	23.	cikiqiki	give them some (in future)!
12.	kukukuaq	common snipe	24.	pairaqaku	whenever he licks it

EXERCISE III: Fill the blanks with a suitable stop consonant (p, t, c, k, q)

1.	kia	who
	pia	his thing
2.	kiak	summer
	piak	their$_2$ thing
3.	cikuq	ice
	qikuq	clay
4.	kuyak	lower part of seal
	cuyak	two leaves
5.	culuk	quill of feather
	tuluk	two ivories
6.	kelun	area behind you$_1$
	qelun	spring (coil)
7.	taiguq	he is coming
	paiguq	he stays behind at home
8.	qupa	half
	cupa	ice floe
9.	ciutii	his ear
	kiutii	his answer
10.	qamani	in there
	camani	down there
	pamani	back there
11.	taqukaq	bear / seal
	caqukaq	wrapping
12.	kayanguq	bird's egg
	qayanguq	he gets a kayak

13.	itek	foot measurement
	ipek	diamond in playing cards
14.	cupa	ice floe
	cuka	(Y) post, pole
	cuqa	measurement
15.	acaka	my aunt
	ataka	my father
16.	maqaq	warmth
	macaq	(Y) sun
	makaq	(Y.NI) diaper
17.	nacat	hats
	napat	trees
18.	iitaq	reed
	iipaq	kayak tote hole at the bow
19.	pilukі	doing them
	piluci	(you) doing
20.	taitaa	he brings it
	taiqaa	please come!
21.	nalataa	he kills it
	nalaqaa	he finds it
22.	angatek	your$_2$ uncle
	angakek	their$_2$ uncle
23.	taituk	fog
	taituq	he brings something

EXERCISE IV: Fill the blanks with a suitable stop consonant (p, t, c, k, q), and read the whole sentences.

1. Nutek pikanetuq. The gun is up there.
2. Cakuciq kicaq? What kind of anchor?
3. Panitek uingituk. Your$_2$ daughters have no husband.
4. Eliciiquk ilapuk. Our relatives will learn.
5. Putukuma cetukaa. It is my big toe's nail.
6. Camek naaqicetek?. What are you$_2$ reading?
7. Kelipiciquk atata. They$_2$ will bake bread later.
8. A(a)taput tekitut. Our fathers have arrived.
? 9. _u_u_i_u_ cikirru. Give him some as he will want some!
10. Ikayuqaqikek ataku. Would you help them$_2$ this evening?
11. Kipucugaqa kuingiq. I wish to buy the pipe.
12. Kia taukut pikaki? Whose things are those?
13. Patukeciqaat neqet. It will be a cover for the fish.
14. Kacakikika tuqutuq. Aha! he killed himself, choked.
15. Maqiciqutek kingumek. You$_2$ will take a bath last.
16. Kalikaqanga quyaciqua. I will be glad to hear from him.
17. Pitaqeciqaqa yaqulek. The bird will be my catch.
18. Akitukan kipucaqunaku. Don't buy it if it is expensive.
19. Ataku angutek caliciquk. The two men will work this evening.
20. Cikucikuma malikekilaken? May I take you along when I fetch ice?
21. Qaku caquteka akuciiqa? When will my mother make ice cream?
22. Acaka qilakuni quliriciquq. My aunt will tell stories while she is knitting.
23. Ciin tauna yaassiik uqiggeta? Why is that box light?

REVIEW I

EXERCISE I: Write T in ( ) if the statement is true, but F if false.

For the statements marked F, give the reason why they are false.

1. (*F*) The Yup'ik sounds are properly classified into three groups: i.e., vowels, consonants, and stops.
2. (*T*) Eighteen letters are used in the current Yup'ik orthography.
3. (*F*) Among the four vowels in Yup'ik, i and e are called high vowels because the tongue positions inside the mouth are highest for these two.
4. (*F*) The letter c in Yup'ik represents the same sound as in English can.
5. (*T*) When you pronounce a vowel, there is no blockage made inside your mouth.
6. (*F*) The vowel e can combine with another vowel to make a vowel cluster.
7. (*T*) There are five letters for stop consonants. A stop consonant letter can never be written double.
8. (*T*) In producing a stop, a blockage is made at some point inside the mouth so that the air escapes through the nose.
9. (*T*) The vowels a, i, and u can end a word, but no Yup'ik words end in e.
10. (*F*) The consonants k and q, characteristic of Yup'ik, are called front velar stops.
11. (*T*) A word-initial stop is unaspirated in Yup'ik while it is aspirated in English.
12. (*T*) Only the prime vowels can occur double, but not e.
13. (*T*) The combined letter ng represents a single sound.
14. (*T*) The vowel u is a back vowel, while i is a front vowel.
15. (*F*) There are five vowel clusters in all.
16. (*F*) The vowel a is an indistinct sound and is usually inaudible if it is a word-initial sound followed by a consonant and a vowel.
17. (*T*) The consonant letters g, l, r, s, and v can be written double.
18. (*T*) The English q, which actually represents the same sound as English k, occurs exclusively before u, while the Yup'ik q, which represents a sound different from Yup'ik k, occurs before any Yup'ik vowel.

EXERCISE II: Explain the following terms 1 through 10.

1. low vowel
2. prime vowel
3. double vowel
4. vowel cluster
5. aspirated vs. unaspirated
6. labial stop
7. alveolar stop
8. back velar stop
9. front velar stop
10. alveopalatal stop

EXERCISE III: Write the following words in Yup'ik. Only the vowels (a, i, u, e) and the stops (p, t, c, k, q) should be used. The first letters of the Yup'ik words are given.

1.	aunt (paternal)	a*cak*
2.	blood	a*uk*
3.	stair	a*keq*
4.	name	a*teq*
5.	my name	a*tqa*
6.	he is my father	a*(a)takaqa*
7.	two eyes	i*ik*
8.	corner of mouth	i*qeq*
9.	dirt	i*qaq*
10.	these two	u*kuk*
11.	seal oil	u*quq*
12.	my husband	u*ika*
13.	fire	e*ka*
14.	wound	e*kiq*
15.	two lids	p*atuk*
16.	marrow, brain	p*ateq*
17.	big toe	p*utukuq*
18.	fog	t*aituk*
19.	he brings it	t*aitaa*
20.	he arrived	t*ekituq*
21.	index finger	t*ekeq*
22.	finger nail	c*etuk*
23.	two ears	c*iutek*
24.	what things	c*at*
25.	ice	c*iku*
26.	ice floe	c*upa*
27.	river	k*uik*
28.	summer	k*iak*
29.	anchor	k*icaq*
30.	freckle	k*ukupak*
31.	when (future)	q*aku*
32.	gray hair	q*iiq*
33.	wave	q*aiq*
34.	clay	q*iku*

EXERCISE I: Pronounce the following words. Divide them into syllables, and tell whether each syllable is an open or a closed syllable.

1.	a|ca|ka	my aunt	6.	cuq|ci|uq	he is measuring something
2.	at|kuk	parka	7.	keg|gu|tet	teeth
3.	at|pi|a|ra	his real name	8.	qec|kar|lu|ni	jumping
4.	al|la|neq	stranger	9.	qa|ya|li|ci|quq	he will make a kayak
5.	kap|ka|a|naq	trap	10.	pek|ca|qu|nak	don't move!

EXERCISE II: Fill the blanks with k or q.

1.	it*k*an	it is your$_1$ foot measurement	4.	qaya*q*	kayak
	it*q*an	when he comes in		qaya*k*	two kayaks
2.	ma*k*taa	he sets it upright	5.	*k*iiq	heat in the air
	ma*q*taa	he makes it flow		*q*iiq	gray hair
3.	e*k*ciquq	it will catch on fire	6.	nu*k*aq	second-year beaver
	e*q*ciquq	it will shrink		nu*q*aq	spear-throwing stick

EXERCISE III: Fill the blanks with a suitable cluster consisting of two stop consonants.

1.	ni*p* *t*an	you$_1$ turned it off	4.	i*t* *k*a	my foot measurement
	ni*p* *c*an	as it is turned off		i*p* *k*a	my diamond (playing card)
	ni*p* *k*an	when it is turned off	5.	i*p* *c*an	as it disappeared from view
2.	ne*p* *c*an	as it sticks		i*p* *k*an	if it is sharp
	ne*q* *c*an	your$_1$ bait	6.	a*t* *q*aa	it is his name
	ne*q* *k*an	your$_1$ food		a*k* *q*aa	he promises her
3.	na*t* *q*uq	it is used for flooring	7.	a*t* *k*uk	parka
	na*q* *t*uq	(K) he girds himself		a*t* *p*uk	our$_2$ name
	na*p* *t*uq	it is snared		a*p* *t*uk	they$_2$ ask

8. cup k an when the river ice goes

cu __an your$_1$ pattern

9. cip t uq it is left over

cik t uq he bows

10. kep q uq he is in need of something

kep t uq (K.HBC) it is being dyed

EXERCISE IV: Fill the blanks with a suitable cluster consisting of two stop consonants, and read the sentences.

1) Ac k iik mik c iquk. 'The eye-glasses will be small.' 2) At k uk iq t uuq. 'The parka is wide.' 3) Kap k ainaq pek t uq. 'The trap is moving.' 4) Neq p iaq nap t uq. 'The real fish is caught.' 5) Ek q un iq k ituq. 'The kindling is narrow.' 6) Tut k ek ep c iquk. 'Their$_2$ two bed-mates will suffocate.' 7) Pek c aqunak, mak t uq. 'Don't move, he's getting up.' 8) Puc k aq (K) qac p aggu. 'Slap the barrel hard!' 9) Cek p iakun nut p aggu. 'Shoot him hard on his bicep muscle!' 10) Kup-c aaq (KC.BB) paq t aa. 'He went to see the store-keeper.' 11) Qec-k araluten ayak p ii. 'Take off leaping!' 12) Cek p iakun tuk p agluku. 'Kicking him on his biceps.' 13) Paluq t aq nut p agluku. 'Blasting his gun at the beaver.' 14) Qanik c amek kep q uq. 'He is in need of snow.' 15) Kep q iu iq k unaku. 'Would you cut it narrow?' 16) Ayak p akina cuk p iarluten. 'Take off very fast!' 17) Yuarut k a tak c iquq. 'My song will be long.' 18) Ciileq t aaq egaleq c iqaqa. 'I will use the plastic for a window.' 19) Ciq p agaqa mak c unrilan. 'I splashed him as he would not get up'. 20) Qat q apik qanik c aq. 'Very white snow.' 21) At p iara Ac q auguq. 'His real name is Acqaq.' 22) Ayak t arluni ut q ituq. 'Going off a little, he turned about.' 23) Akilit k aminek kep q uq. 'He is in need of something for his payments.'

EXERCISE I: Pronounce the following words and mark lengthened vowels with ^ over them. By syllabicating the words, explain why certain vowels are lengthened.

1.	qa|yâ|li	make a kayak!
2.	qa|yâl|i|â|kut	he makes a kayak for us
3.	qa|yâ|li|cî|quq	he will make a kayak
4.	qa|yâ|li|cî|qu|ci	you will make a kayak
5.	qa|yâ|li|qâ|ta|râ|qa	I am going to make him a kayak
6.	at|ku|li	(you_1) make a parka!
7.	at|ku|lî|ci	(you) make a parka!
8.	at|ku|lî|ci|quq	she will make a parka
9.	at|k|ulî|ci|qû|ci	you will make a parka
10.	at|ku|lî|qa|tâ|ra|qa	I am going to make him a parka
11.	u|tâ|qa|u|nga	I am waiting
12.	u|tâ|qa|lû|ni	(he) waiting
13.	u|tâ|qan|ri|tû|kut	we are not waiting
14.	u|tâ|qa|qâ|tar|lu|ni	(he) about to wait
15.	u|tâ|qa|qâ|tal|lî|ni|lû|ni	(he) apparently about to wait
16.	i|kâ|yur|lu|ku	helping him
17.	i|kâ|yu|lâ|ra|tek	(K) you_2 (usually) help them
18.	i|kâ|yur|la|râ|tek	(Y) "
19.	i|kâ|yur|ya|qû|na|ku	don't help him!
20.	i|kâ|yur|yun|ri|tû|kut	we do not need help
21.	i|kâ|yur|nga|i|ta|a|kut	he will not help us
22.	ke|ggû|tai	his teeth
23.	ke|ggul|va|mî|ni	in his own big teeth
24.	ke|ggû|te|qâ|rra|aq	baby tooth
25.	ke|ggû|ciq|ci|qû|kut	we will have tooth-ache

EXERCISE II: Complete the following words by filling each blank with either a vowel or a stop consonant.

1.	i n i k i	hang them (inanimate)!
2.	a k u t a q	ice cream
3.	c a k i q a	my in-law
4.	a n i t e k	(you$_2$) go out!
5.	e g a t e t	cooking pots
6.	i g a a i a	would you$_1$ write to me?
7.	_ _ ng _ _ _	your noses
8.	n a n i t u q	it is short
9.	y u q u l e k	bird
10.	n u t a r a q	new one
11.	q a y u ng u q	he acquires a kayak
12.	k u k u p a k	freckle
13.	q a n i q a n	when it snows
14.	a t u r a t e n	your$_1$ clothes / you$_1$ are using them
15.	m a q i k i n a	(you$_1$) take a steam bath!
16.	c a v u t e k a	my oar
17.	a p e s k a ng a	when he asks me
18.	a n u q a i t u q	there is no wind / it is calm
19.	e l i t a q a n k a	I recognize them
20.	k e gg u t e k a q a	it is my tooth
21.	u n i c a q u n a k u	don't leave him!
22.	a y a k a t a q u m a	when I am about to go
23.	c u k a c i q u q u k	we$_2$ will be fast
24.	a t k u k e n r i t a q a	it is not my parka
25.	t e k i t e q a t a q u n i	when he is about to arrive

EXERCISE III. Choose the correct spellings. Checking with another form in which the vowel in question is not followed by a single consonant and a vowel will help find out whether the vowel is long by position or by nature (see 6.4 and footnote 1 on page 44.

1. he squashes it (1. ciitaa, 2. ecitaa)
   cf. the form for "you$_1$, squash it!" which ends in sgu *(ciisgu)*
2. their$_2$ membranes (1. ciikek, 2. ecikek)
   cf. the form for 'membrane' which ends in q *(eciq)*
3. he cannot reach it (1. nuuraa, 2. enuraa)
   cf. the form for 'cannot reach it' which ends in rluku *(enurluku)*
4. sheefish (many) (1. ciiret, 2. eciret)
   cf. the form for 'one sheefish' which ends in q *(ciiq)*
5. he is digging it (1. elagaa, 2. 'laagaa[1])
   cf. the form for 'digging it' which ends in gluku *(elagluku)*
6. when he takes it off (1. yuukaku, 2. eyukaku)
   cf. the form for 'he doesn't take it off' which ends in nritaa *(yuunritaa)*
7. it is its handle (1. puukaa, 2. epukaa)
   cf. the form for 'having it as a handle' which ends in kluku *(epukluku)*
8. when he points at me (1. niiqanga, 2. eniqanga)
   cf. the form for 'pointing at it' which ends in rluku *(enirluku)*
9. my grey hair (1. qiiqa, 2. eqiqa)
   cf. the form for 'big grey hair' which ends in rpak *(qiirpak)*
10. it is getting strong (as coffee) (1. cuuriuq, 2. ecuriuq)
    cf. the form for 'it is strong' which ends in rtuq *(ecurtuq)*

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[1] The use of the apostrophe is discussed in 11.2.

EXERCISE I: Pronounce the following words and underline geminated consonants.

By syllabicating the words, explain why the consonants are geminated.

1.	Yupiit	Eskimos	11.	evvaat	harmonica
2.	cetuapiit	real belugas	12.	kassauguq	he is a white man
3.	yaqulepiit	real birds	13.	aturatuuq	he can put clothes on
4.	ayautaa	he takes it away with him	14.	ungaituq	he has no beard
5.	qanrutaa	he tells her	15	akeka / akaa (HBC)	ouch!
6.	taiciqua	I will come	16.	cacetuqun	something one depends on
7.	aquiciqua	I will play	17.	tangenguq	he is beginning to see
8.	miciiqua	I will land	18.	enemetuq / enmetuq (HBC)	he is in the house
9.	keggaa	it bites him	19.	engevi / engvi (HBC)	blow your nose!
10.	calluutuk	they$_2$ are fighting each other	20.	paluteqerru	please close it!

EXERCISE II: Connect each word with the correct meaning.

1.	cali	he makes them (something)	7.	tuqutak	they$_2$ kill it
	calii	more		tuqutaak	he kills them$_2$
2.	ayuq	Labrador tea	8.	piciquq	he will catch (game)
	ayuuq	it (fire) spreads		piciiquq	he will
3.	qayan	of his kayak	9.	acakaci	they are your aunts
	qayaan	your$_1$ kayak		acakaaci	you are his aunts
4.	qayapik	real kayak	10.	aman	of his back-packed thing
	qayapiik	two real kayaks		amaan	your$_1$ backpacked thing
5.	qalut	dip-nets		aaman	your$_1$ breast
	qaluut	they are dip-netting	11.	ata	he puts it on
6.	tekituq	he has arrived		ataa	let me see
	tekiituq	he doesn't have any ear-wax		aata	father

EXERCISE III. Choose the correct spellings.

1. his aunt (1. anani 2. anaani [✓ 3. anaanii])
2. he is target-shooting (1. napataquq, 2. napaataquuq, [✓ 3. napataquuq])
3. who is he? (1. kituga, [✓ 2. kituuga,] 3. kitugaa)
4. it will land (1. miciquq, [✓ 2. miciiquq])
5. he is bringing him up (1. mayuta, 2. mayuuta, [✓ 3. mayuutaa,] 4. mayutaa)
6. above it (1. qulini, [✓ 2. quliini])
7. he is telling us a tale (1. quliritakut, 2. quliiritakut, [✓ 3. quliritaakut] 4. quliiritaakut)
8. I will buy for him (1. kipuyuciqaqa, 2. kipuuyuciqaqa, 3. kipuuyuciiqaqa, [✓ 4. kipuyuciiqaqa])
9. I am his younger sibling (1. uyuraqanga, 2. uyuuraqanga, [✓ 3. uyuraqaanga,] 4. uyuuraqaanga)
10. it is their cooking pot (1. egatkat, 2. egaatkaat, 3. egatekat, 4. egaatekat, [✓ 5. egatekaat,] 6. egaatekaat)
11. many silver salmon (1. qakiyarugaat, [✓ 2. qakiiyarugaat,] 3. qakiiyaruugaat, 4. qakiyaruugaat)
12. as it is going to snow (1. qaniqatami, 2. qaniiqatami, [✓ 3. qaniqataami,] 4. qaniiqataami)

EXERCISE IV: Write the following words in Yup'ik. You can only use vowels and stop consonants.

1. I am singing for him *atuutaqa*
2. white fish *akakiik*
3. they will put it in *ekciqaat*
4. it is theirs *pikaat*
5. it is for its cover *patukaa*
6. it is free, cheap *akiituq*
7. it is freezing *cikuuq*
8. it is deep *etuuq*
9. he doesn't have sores *pupiituq*
10. I don't know who he is *kituuciitaqa*

EXERCISE V: Fill the blanks with a single vowel (a, i, u, e) or a double vowel (aa, ii, uu). Remember that whether a vowel is long by nature (i.e. a double vowel) or by position (i.e. a single vowel lengthened) is determined by checking the preceding sounds, if any (7.2).

1.	kic*ii*quq	it will sink	24.	call*u*t*uu*k	they$_2$ can fight
2.	taqc*i*quq	he will quit	25.	call*uu*t*u*k	they$_2$ are fighting each other
3.	elic*ii*quq	he will learn	26.	*u*k*a*ni	this way (coming toward the speaker)
4.	pic*i*quq	he will	27.	*uu*k*a*ni	if it is done (cooked)
5.	pic*ii*quq	he will catch (game)	28.	*uu*q*i*tua	I burn myself
6.	uuc*ii*qaqa	I will bake it	29.	*u*q*i*tua	I find shelter
7.	paqc*ii*qaqa	I will check it	30.	*aa*l*uu*y*aa*q	swing
8.	kipuc*ii*qaqa	I will buy it	31.	*a*l*u*y*a*q	oval shaped bowl
9.	qay*a*t	kayaks	32.	ig*a*l*aa*kina	would you write quickly?
10.	qay*aa*t	their kayak	33.	ig*a*l*a*qina	would you write often?
11.	tam*a*na	that one	34.	n*aa*qiy*a*raa	his way of reading
12.	tam*aa*ni	there	35.	m*a*qiy*a*raa	his way of taking a steam bath
13.	u*i*nga	her husband	36.	*aa*nairut*ii*	his deceased mother
14.	w*ii*nga	I, me	37.	at*u*tun*ii*	he says she uses these
15.	m*aa*ni	here	38.	p*ii*p*ii*tuq	she doesn't have a baby
16.	am*a*ni	over there	39.	k*uu*vviary*uu*m*ii*tua	I don't wish to have coffee
17.	am*a*t*ii*ku	3 days hence	40.	Q*aa*r*ii*t*aa*rvik	October
18.	may*uu*t*aa*	he brings it up	41.	uq*a*maitess*i*y*aa*gtuq	it is too heavy
19.	may*u*r*aa*	he climbs it			
20.	en*u*r*aa*	he cannot reach it			
21.	en*uu*r*aa*	he nudges her			
22.	ak*ii*t*u*q	it is cheap, free			
23.	ak*i*t*uu*q	it is expensive			

EXERCISE I: Fill the blanks with a suitable stop consonant which has gemination marked by apostrophe.

1.	a_t_'uq	he puts something on	6.	ka_k_'acuk	pompom (hood of parka)
2.	ma_k_'aq	fish egg ice cream	7.	e_t_'utacia	its depth
3.	cu_p_'uq	the ice breaks up	8.	qa_c_'agluni	(he) being in a dancing mood
4.	te_q_'aq	(food aged in) pit	9.	ke_p_'issuun	wedge for splitting
5.	ne_p_'ik	genuine house	10.	pi_c_'ugngauq	he can catch things

EXERCISE II: Pronounce the following words, and find out which consonants are geminated. Not all the words have a geminated consonant. Some words need an apostrophe. Explain why it is needed and where it should be put.

1.	tengua	I fly, its liver	17.	eneka	my house
2.	tengúk	they$_2$ fly	18.	eneĺiluni	(he) making a house
3.	tenguk	liver	19.	nem̃i	in the house
4.	tenguuk	two livers	20.	eĺarluni	(he) laughing
5.	nerici	eat!	21.	ngeĺarluni	(he) laughing
6.	neŕuci	you are eating	22.	engelarluni	(he) laughing
7.	neŕaqami	when he eats	23.	kuv́uq	it spills
8.	neriu	eat it!	24.	kuvenrituq	it does not spill
9.	ikika	I suppose so!	25.	kuv́inrituq	he does not spill (something)
10.	iḱiki	so much!	26.	kuvevikaa	he spills something on it
11.	keggúq	it bites	27.	mańa	this one
12.	keggun	tooth	28.	manaa	his fishing lure
13.	emeqa	my water	29.	Mańaq	personal name
14.	meq̄a	my water	30.	mat́umi	in this one
15.	neqa	fish			
16.	neḱa	my house			

31.	arinaq	(Y.HBC) aged fish head, meat
32.	arínaq	(Y.NI.HBC) sealskin knapsack
33.	kiśun	sinker
34.	kiciiquq	it will sink
35.	kilĺuni	(it) sinking
36.	angaquq	he is eager to go forward
37.	anǵaqaa	he takes it along
38.	angakaa	he is her uncle
39.	taru	human being
40.	tarŕu	go away! (against dogs)
41.	qanǵa	no!
42.	waqaa	hello!
43.	walĺu	or
44.	palagǵuutaq	steamboat
45.	kuluḱuunaq	bell
46.	muluḱuuq	milk
47.	taiteqerru	please hand it over!
48.	kasśalĺer	clumsy white person
49.	kasśalleq	(BB) former priest

50.	kulaávkaaq[1] / pulaávkaq[1]	safety pin
51.	tumemi	in the pathway
52.	imúmi	at that place
53.	imumi	at that time
54.	anenerraarmek	from the newborn baby
55.	malisśaat	prayers
56.	malagǵaayaq	fur hat
57.	angukaraúrluq	old man
58.	uĺúrnia[2]	he says it is slowly flooding
59.	ulurnia	he says she looked away
60.	kelaáskaq[1]	paint
61.	amaárqa[3] / amaraqa	I backpack it
62.	qularaani	just above it
63.	atulĺagluni	(he) suddenly starting to sing
64.	atuúrkaq[3]	article to be used (for something)
65.	Maurlussaq	personal name
66.	Cikemaq	personal name
67.	Ayaginaar[3]	personal name

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1. The v and s before k are pronounced like vv and ss as in avvutuk 'they$_2$ separate' and qassaq 'raw thing' respectively.

2. This word, more exactly, needs an apostrophe between u and r (see 18.2) as well.

3. The r before k or at the end of a word is pronounced like rr as in carraq 'a little bit'.

REVIEW II

EXERCISE I: Write T in (   ) if the statement is true, but F if false.

For the statements marked F, give the reason why they are false.

1. (*T*) A word-final open syllable is not lengthened, even if it is the second of a sequence of open syllables.
2. (*F*) The word for 'my kayak' should be spelled qayaaqa because the vowel after y is long.
3. (*F*) If there are two consonant sounds (not letters) next to each other, syllable division is made before the two consonants.
4. (*T*) If there is a single consonant between two vowels, syllable division is made between the first vowel and the consonant.
5. (*T*) The vowel after n for the word 'he hears' is long by nature.
6. (*F*) The vowel after l for the word 'he learns' is long by nature.
7. (*F*) If two open syllables are followed by a consonant and a vowel, the consonant of the second open syllable is geminated.
8. (*T*) If a consonant is geminated, it forms a closed syllable together with its preceding vowel.
9. (*F*) If a geminated consonant is followed by two vowels, an apostrophe should always be added after the consonant.
10. (*T*) If two successive open syllables are followed by a consonant and a vowel with an intervening apostrophe, the second open syllable is not lengthened but its following consonant is geminated.
11. (*T*) No consonant clusters occur at the end of a Yup'ik word.
12. (*F*) No vowel clusters occur at the beginning or end of a Yup'ik word.
13. (*F*) If a consonant is geminated, it should be spelled double.
14. (*T*) A vowel which is long by nature should be spelled double, but a vowel which is lengthened because of its position should be spelled single.
15. (*T*) A consonant cannot form a syllable by itself, but a vowel can.
16. (*F*) Any vowel can be lengthened and any consonant can be geminated.
17. (*T*) The word for 'he digs it' begins with el instead of l.
18. (*T*) An apostrophe put between two vowels indicates that the consonant preceding the vowels is not geminated.

EXERCISE II: Fill the blanks with a suitable double vowel (aa, ii, uu) or a vowel cluster (ai, au, ui, iu, ia, ua). Note that the consonant preceding the filled double vowel or vowel cluster is geminated in all the words.

1.	il*aa*	he adds to it
	il*ai*	he adds to them
	il*au*	add (more) to it!
	il*ii*	part of it
	il*ua*	its interior
	il*ui*	its interiors
	il*ia*	his helper
2.	at*ua*	sing!
	at*ii*	his father
	at*aa*	he puts it on
	at*ai*	he puts them on
3.	taq*ua*	I finish
	taq*aa*	he finishes it
	taq*ai*	he finishes them
4.	pil*iu*	make something for him!
	pil*ia*	he makes something for him
	pil*ii*	he makes something for them
5.	pat*ua*	he covers it / its cover
	pat*uu*	cover it!
	pat*ui*	he covers them / its covers
6.	ac*ai*t	their aunts
	ac*ia*t	their bottom
	ac*ii*t	their aunt / their bottoms
7.	ar*iu*q	it gets mashed / he makes ashes
	ar*uu*q	it rots
8.	cet*ua*q	beluga
	cet*uu*q	he goes downstream
	cet*aa*r	little bird
9.	nun*uu*n	punishment
	nun*au*n	property (landed)
	nun*ai*n	of his lands
10.	ay*au*n	thumb
	ay*ii*n	because he left
	ay*ua*n	as the fire starts blazing
11.	taq*ua*q	food to take along
	taq*iu*q	he decided not to
12.	tun*aa*t	they sell it
	tun*iu*t	they sell (something)
	tun*ui*t	their backs
13.	ak*ia*ni	on the other side of it
	ak*ua*ni	in its hem
14.	an*ai*q	stink beetle
	an*iu*q	it escaped on him, got out
15.	taq*iu*nga	I decided not to
	taq*ui*nga	make me food to take along!
16.	qaq*iu*tuk	they$_2$ finish their work
	qaq*ui*tuk	they$_2$ have no middle fingers

EXERCISE III: Write the following forms in Yup'ik. You can only use vowels and stop consonants. All the forms begin with ac.

1.	aunt	*acak*	17.	they are his aunts	*acakai*
2.	my aunt	*acaka*	18.	they are their aunts	*acakait*
3.	our aunts	*acaput*	19.	they are their$_2$ aunts	*acakakek*
4.	our$_2$ aunts	*acapuk*	20.	they are our aunts	*acakaput*
5.	your aunts	*acaten*	21.	they are our$_2$ aunts	*acakapuk*
6.	your$_2$ aunts	*acatek*	22.	they are your aunts	*acakaten*
7.	his aunt	*acii*	23.	they are your$_2$ aunts	*acakatek*
8.	his aunts	*acai*	24.	they$_2$ are his aunts	*acakak*
9.	his two aunts / their$_2$ aunt	*aciik*	25.	we are his aunts	*acakaakut*
10.	their aunt	*aciit*	26.	we are their aunts	*acakaitkut*
11.	their aunts	*acait*	27.	we$_2$ are his aunts	*acakaakuk*
12.	their$_2$ aunts	*acakek*	28.	we$_2$ are their aunts	*acakaitkuk*
13.	she is his aunt	*acakaa*	29.	you are his aunts	*acakaaci*
14.	she is their aunt	*acakaat*	30.	you$_2$ are his aunts	*acakaatek*
15.	she is their$_2$ aunt	*acakaak*	31.	you are their aunts	*acakaiceci*
16.	she is my aunt	*acakaka*	32.	you$_2$ are their aunts	*acakaicetek*

EXERCISE IV: Read the Yup'ik place names 1 through 4, and write down the place names 5 through 8 in Yup'ik by using only vowels and stop consonants.

1.	Cev'aq	5.	Akiak	*Akiaq*
2.	Qerrullik	6.	Eek	*Iik*
3.	Nunam Iqua	7.	Ekuk	*Iquk*
4.	Nunakauyaq	8.	St. Michael (Norton Sound)	*Taciq*

EXERCISE V: Complete the following words by filling the blanks with a single vowel or a double vowel and by placing the apostrophe wherever necessary.

1.	*aa*qass*aa*q	dried fish skin
2.	qil*aa*y*uu*q	she knits well
3.	at*uu*tun*ii*	he says he uses them
4.	tuq*u'ur*luqan	when the poor thing dies
5.	ac*!a*q*uu*naku	don't put it on!
6.	kit'*uu*c*ii*taqa	I don't know who he is
7.	*ii*rut*aa*nrici	**don't play hide and seek!**
8.	**_uu_ciss_uu_t_ii_**	**her bread pan**
9.	**mic*u*ll*ii*niuq**	**I see he wishes to land**
10.	ay*a*gg*aa*rluni	(he) after leaving
11.	neliq*aa*taq*uu*ni	when he is going to make a house
12.	**c*ii*t*a*ray*uu*li**	**varied thrush (a kind of bird)**
13.	nun*a*k'___c*i*qaqa	it will be my village / land
14.	qanruc*uu*m*ii*t*aa*t	they do not care to tell him
15.	**y*aa*qsik*a*pigtuq**	**it is very far**
16.	**atel*aa*rai / atetui**	**he puts them on**
17.	at*a*tak*u*c*uu*m*ii*tuq	he does not care to wait until later
18.	kul*u*k*uu*naullin*ii*luni	(it) being found to be a bell
19.	*uu*rr*uu*rr*uu*rr*uu*rr*uu*ra	say (the expression said when one is tired from exertion) first!
20.	ik*aa*nt*uu*ten / ik*a*net*uu*ten	you$_1$ are across there

EXERCISE I: Fill the blanks with a suitable fricative letter (v, l, s, y, g, r):

1.	i_l_ua	its inside
	i_r_ua	his leg
2.	i_g_an	your$_1$ mark
	i_l_an	your$_1$ relative
3.	a_y_u(q)	Labrador tea
	a_l_u(q)	sole of foot
	a_g_u / angu	don't!
4.	e_s_iq	egg yolk
	e_r_iq	milt
5.	ca_l_i	more
	ca_s_it	what are you$_1$ doing?
	ca_g_it	flounder, halibut
	ca_v_ik	metal
6.	cu_y_aq	leaf, tobacco
	cu_r_aq	blueberry
7.	cu_l_uk	quill of feather
	cu_r_uk	two bedding skins
8.	ca_v_un	oar
	ca_r_umik	left hand
9.	ii_l_ia	he is making an eye for it
	ii_r_ia	he is hiding something of his
10.	e_g_mian	right away!
	e_r_mian	because he is washing his face
11.	nu_y_aq	hair
	nu_r_aq	fawn
12.	ne_g_eq	north
	ne_r_enrituq	he is not eating
13.	tu_l_un	your$_1$ ivory
	tu_y_un	your$_1$ mail order
	tu_v_un	object stuck in throat
14.	pai_g_an	you$_1$ are staying with him
	pai_r_an	you$_1$ are licking it
15.	i_r_aluq	moon
	i_v_aluq	(HBC) sinew
16.	nav_r_an	your$_1$ borrowed thing
	nav_g_an	you$_1$ break it
17.	ke_l_gan	you$_1$ invite him
	ke_v_gan	your$_1$ helper
18.	pu_g_luni	(it) surfacing
	pu_v_luni	(it) being swollen
19.	ta_r_yuituq	it has no salt
	ta_g_yuituq	he does not come up
20.	i_g_niaqa	I said I swallowed it
	i_r_niaqa	my child
21.	mana_g_ni	his own two fish hooks
	mana_r_ni	say you are hooking!
	mana_v_ni	on your$_1$ fish hooks

EXERCISE II: Fill the blanks with a suitable cluster consisting of two fricative sounds, and read the sentences.

1) Naken pu_g_ _s_it? 'Where did you$_1$ emerge from?' 2) Tu_g_ _r_a tamaraa. 'He lost his ice pick.' 3) Atu_r_ _y_u_g_ _y_aaqua. 'I would like to sing.' 4) Ele_r_ _l_eraat ne_r_ _v_iliut. 'The Chinese are making a cafeteria.' 5) Ka _v_ _l_ agnek ne_r_ _v_iiqnak. 'Don't keep eating bear-berries!' 6) Irniaruaran e_s_ _v_aik mu_l_ _g_ituk. 'Her doll's breasts do not have nipples!' 7) Qi_v_ _y_uitut aqe_s_ _g_it. 'The ptarmigan have no down on them.' 8) Ke_l_g_aanga nerucu_g_ _l_ua. 'He invited me to eat with him.' 9) Nasau_r_ _l_uq a_g_l_enrituq. 'The young lady is not menstruating.' 10) Qimu_l_ _v_ak ca_s_ _g_ulikiu. 'Please make a fence for the big dog!' 11) Pela_g_ _v_ik a_s_ _v_aituq. 'The flag pole is strong.' 12) Ma_l_ _r_ik a_s_ _r_iuguk. 'The twins are naughty.' 13) Ke_l_g_aa ci_g_ _v_ili_r_ _l_uni. 'His messenger having many nosepieces.' 14) Ca_v_l_uni a_s_ _g_uraa kuik. 'Rowing, he goes up the river.' 15) Kiu_g_ _s_uuq, camek ne_r_ _s_it? 'You$_1$ inside, what are you$_1$ eating?' 16) I_v_ _r_a_r_ _l_uten a_r_v_iu_s_ _g_u. 'Take it across by wading!' 17) U_r_ _l_u_v_ _l_iavnek na_s_ _v_i_s_ _g_u. 'Show him the bow which you$_1$ made!' 18) Ega_l_ _v_ak ku_v_ _l_uku tai_s_ _g_u. 'Empty the large cooking pot and give it to me!' 19) A_g_ _l_u_r_ _y_at pe_r_v_a_r_ _l_uteng. 'The rainbows being bowed.' 20) Pate_g_ _l_uku cii_s_ _g_u cii_l_ _v_a(a)q. 'Smash the dragonfly by slapping it!' 21) Mi_s_ _v_ik yu_v_ _r_iraat na_v_ _g_uumiin. 'They are looking over the airport because it is broken up.' 22) U_l_ _r_unek (BB) qiu_g_ _l_inek atu_l_ _g_uuq. 'He always wears blue pants.' 23) Yaqu_l_ _g_et ku_s_ _g_u_r_ _l_uteng qa_l_ _r_iagut. 'The birds protecting their young are crying.' 24) Uu_v_ _s_iaqiki a_s_ _v_eret keni_v_ _l_aaguma_l_ _r_iit. 'Please cook the walrus more as they are not well done!'

EXERCISE I: Find out whether each fricative letter represents a voiced or voiceless sound in the following words. Check in what context a fricative letter is pronounced voiceless.

1.	elagaa	he is digging it
2.	elagtuq	he is digging
3.	yucuar	small person
4.	yucuarmek	(from) small person
5.	sugtulria	one who is tall
6.	misviliut	they are building an airport
7.	kela'askaq	paint
8.	qulngunrita'ar	nine
9.	Asaacaryaq	Mountain Village
10.	Kuigpagmiu	Yukoner

EXERCISE II: Fill the blanks with g or r, which are both voiceless in all the words.

1.	e_r_can	as it dawns
	e_g_can	as it is tossed
2.	pe_g_taa	he releases it
	pe_r_taa	he bends it
3.	nu_g_taa	he is fishing it out
	enu_r_taa	he did not reach it
4.	ciu_r_tuq	he is wringing something
	ciu_g_tuq	he tilts his head backward
5.	pat_r_an	of his bone marrow
	pat_g_an	you$_1$ patted him
6.	a_g_turaa	he touches it
	a_r_turaa	he cannot manage. bear it
7.	kenu_r_tuq	he turns flashlight on something
	kenu_g_tuq	she is putting make-up on
8.	qaya_r_put	our kayak
	qaya_g_put	our two kayaks
9.	iki_r_tuq	it opens
	iki_g_tuq	it tilts forward
10.	eve_r_taa	he causes her to get something in her eye
	eve_g_taa	gather grass!
11.	it_r_a	come in!
12.	i_g_ta	animal den
13.	nat_r_iik	their little area of floor
14.	na_g_tiik	their$_2$ snag
15.	pai_r_paa	oh! how I licked!
16.	kai_g_paa	I'm hungry!
17.	anuqli_r_paa	how windy!

EXERCISE III: Fill the blanks with a suitable cluster consisting of a stop followed by a fricative.

1.	ta*k l*artuq	he is lying on his back
	ta*k s*artuq	it would be too long
	ta*k r*artuq	it is a little too long
2.	ta*k v*ia	his pupil (eye)
	ta*q l*ia	maybe he finished it
3.	i*q v*ai	his berries that he picked
	i*q s*ai	his fish hooks and lines
	i*t r*ai	he enters their house
4.	i*q l*ua	he told him a lie
	i*p l*ua	getting myself out of view
5.	i*t r*a	come in!
	i*q r*a	his mouth corner
6.	pe*k s*un	your$_1$ egg
	Pe*k v*un	Monday
7.	qa*k l*iuq	maybe he resubmerged
	qa*t l*iuq	it is stinging

EXERCISE IV: Fill the blanks with a suitable cluster consisting of a fricative followed by a stop.

1.	na*l p*ut	where we are
	na*s q*ut	heads
	na*g t*ut	they snagged
2.	yua*l q*a	one I searched for
	yua*r q*a	I am searching for it
	yua*l t*a	let us search!
3.	pai*v t*aa	he puts it out in view
	pai*v k*aa	let him baby-sit you!
	pai*l q*aa	he is the one he baby-sat
	pai*s t*aa	you there, baby sitter!
	pai*r p*aa	oh! how I licked!
4.	pe*q t*aa	he releases it
	pe*r t*aa	he bends it
5.	e*l t*an	you$_1$ are deflating it
	e*l c*an	as it is deflated
	e*q t*an	you$_1$ are throwing it
	e*g k*an	when the oil renders from it
	e*g c*an	as it is tossed
6.	ca*v t*aaraa	he is touching it
	ca*v q*aaraa	he is touching it first
	ca*g q*aaraa	he is scattering it first

EXERCISE V: Fill the blanks with a suitable cluster consisting of a stop and a fricative, and read the sentences.

1) Uu*sc*iigatut ma*kl*iit. 'The bearded seals take a long time to cook.' 2) Ila*vk*uk ke*vk*a*rt*uq. 'The cord breaks.' 3) Pu*ps*uu*gk*a ipe*gt*uk. 'My scissors are sharp.' 4) Pi*sq*utet atu*rk*i. 'Follow the rules!' 5) Qa*st*uluni atu*rp*a*gt*uq. 'He is singing very loudly.' 6) Kana*gl*iit me*lq*uqe*gt*ut. 'The muskrats have fine fur.' 7) Tu*sk*at ta*ks*iyaa*gt*ut. 'The planks are too long.' 8) U*kv*e*rt*a*rt*uq i*ql*u*ks*aunaku. 'Don't lie to him, he believes anything.' 9) Tama*lk*utun akili*rq*a nere*lq*a. 'I paid $1.00 for the food I ate.'

10) A*qs*a*rp*aungami qes'utka*rc*iuq. 'Because he has a big belly, he bought a waist band.' 11) Tu*vp*akaan nere*vk*anritaa. 'He did not feed him any more because he keeps choking.' 12) Cu*pv*ailgan kui*gk*un aya*gc*iquq. 'He will travel on the river before it breaks up.' 13) Na*vt*ulinek qanta*rk*itaa. 'He gave him breakable dishes.' 14) Qelu*tv*iaqa akilite*ks*aitaqa. 'I have not paid for my guitar.' 15) Qa*lt*aqa mui*rt*uq. 'My pail is full.' 16) A*tl*ilirluni yuu*rq*e*rt*uq. 'He is drinking tea using a saucer.' 17) Qe*lc*i*rt*uq e*st*uulum qainga. 'There are lots of scales on the table.' 18) Anga*lk*um ca*vt*aarluku assiri*vk*araa. 'The shaman cured him by laying his hands on him.' 19) A*qv*akiu nuli*rk*an ayaka*rp*ailgan. 'Go get your$_1$ bride to be before she runs away.'

20) E*lp*egītuq iqe*lg*uqa. 'My little finger is numb.'

21) Elitnau*qs*ailami qite*vc*uituq. 'He does not speak English since he has not gone to school.' 22) Qa*vc*inek ne*qu*u*gt*a? 'How many fish does he want?' 23) Qaku aya*gc*i*qs*it? 'When will you$_1$ go?'

24) Ne*pl*i*rt*ut qimu*gt*et. 'The dogs are noisy.'

EXERCISE I: Syllabicate the following words, and find out whether each fricative letter represents a voiced or voiceless sound.

1.	el|tuq	it is leaking air	11.	ar|vin|le|gen	six
2.	el|li|tuq	he learns	12.	ar|vi|nel|gen	"
3.	'la|gir|pak	big white fronted goose	13.	it|gag|ka	my two feet
4.	as|ve|ret	walruses	14.	nut|gag|ka	I shot them$_2$
5.	a|sev|ret	"	15.	nut|ga|lu|ni	he shooting repeatedly
6.	nep|lir|tuq	it is noisy	16.	ner|ce|ta|aq	poison bait
7.	nep|lir|tuq	it has many sounds	17.	ner|ce|ta|aq	(K) " "
8.	an|ngaq	elder brother	18.	tan|ger|liq	black bear
9.	an|gi|laq	angel	19.	ta|nger|ci|quq	he will see
10.	ang|la|nar|quq	it is fun	20.	ser|lu|ni / cer|lu|ni	he perspiring

EXERCISE II: Put an apostrophe wherever it is needed to represent the pronunciation adequately. In some of the words no apostrophe is needed, and in others you may disagree with other persons depending upon where you are from.

1.	'luuskaaq	spoon	11.	mingqut'liuq	he is making a needle
2.	ek'lartuq *or eklartuq*	it catches on fire	12.	ip'giluku	making it sharp
3.	nang'uq	it is all gone	13.	nerqatartuq *or ner'qatartuq*	he is about to eat
4.	cuqliu	may that he measure it!	14.	nat'liqsit	where are you$_1$ ailing?
5.	cuq'liu	make a measure for it!	15.	qatga	his thorax
6.	qut'raaq	sandhill crane	16.	qat'gat	chest
7.	itrutaa	he takes it in with him	17.	qit'vutuk	they$_2$ speak English to each other
8.	u'trutaa	he returns it	18.	min'gunrituq	it is not a wake
9.	putiil'kaaq / putiilekaaq *or putiilkaaq*	bottle	19.	mingunrituq	it is not being painted
10.	qat'riluni	it becoming white	20.	tep'liuq	he is making fermented food

EXERCISE III: Fill the blanks with a suitable consonant cluster consisting of a stop and a fricative, and pronounce the words. Some clusters need an apostrophe between two consonants.

1) It'gaa puvpiartuq. 'His foot is very swollen.' 2) Paltuuk qullsurtuq / qul'ssurtuq. 'The jacket costs $10.00.' 3) Enevci qilii kut'lirtuq. 'The ceiling of your house has many drips.' 4) Aq'vallagtuq nukalpiaq. 'The man (in his prime) suddenly started running.' 5) Qaillun ap'larta (aperlarta)? 'How is it pronounced / what is it called?'

6) Ilavkugpak kepvaalugtuq. 'The large cord finally breaks.'

7) Mingqutseng tamaraat. 'They lost their needle.' 8) Qit'vutaa aanani. 'He talked English to his mother.' 9) At'lek allayugmek taiguq. 'The one with a strange name is coming.' 10) Kaviamek it'riuq iqtiinun. 'He lost the fox by its entering its den.' 11) Niptaa cup'lerluku. 'He extinguished it by blowing hard on it.' 12) Elpet kapsaqunii. 'Don't you give me a shot!' 13) Neq'liquq neqlikaminek. 'She caught a lot of fish to cut up.' 14) Naspaasqumaaqa alqerpenun. 'I want your older sister to try it.' 15) Ipegcaraa ip'giluku ipgialan. 'He is sharpening it as it is dull.' 16) Cak'larciki akluten? 'What do you do with your clothes?' 17) Nereksailkuvci nerici. 'Eat, if you haven't eaten.' 18) Akret minguksaitai. 'He has not painted the stairs.' 19) Neq'si nangeksaituq. 'Your food has not all been consumed.' 20) Taqri imartuut. 'His veins are turgid, full.'

21) Ciin una nipvakarta? 'Why does this one (light, fire) keep going out?' 22) Aqvaquqsaunak akuliitgun. 'Don't run among them!'

23) Neq'liqliniuq. 'I see he caught a lot of fish.'

REVIEW III

EXERCISE I: Write T in [illegible] if the statement is true, put F if false.

For the statements marked F, give the reason why they are false.

1. (*F*) In pronouncing a fricative sound the passage of air in the mouth is completely blocked for a moment.

2. (*F*) As the stop p corresponds to a fricative v, so does q to g.

3. (*T*) The fricative v is always pronounced voiced.

4. (*F*) The word for 'metal' (beginning with c) has the frictionless sound as the English w (as in we), while the word for 'landing place' (beginning with m) has the same sound as the English v. Therefore, the former word is spelled with w.

5. (*T*) The five fricatives v, l, s, g, r, are pronounced voiceless when they occur next to a stop without an apostrophe in between.

6. (*T*) No Yup'ik words end in two consonants whether they are stops or fricatives.

7. (*F*) A word-initial e can always be replaced by an apostrophe.

8. (*T*) The two letters ng represents a single (front velar) nasal, but n'g with an apostrophe in between represents two sounds which belong to separate syllables.

9. (*T*) A fricative occurring at the end of a word is always voiceless.

10. (*F*) An apostrophe put at the beginning of a word indicates that the word is an abbreviated form with a part of the word dropped.

11. (*T*) A single fricative letter represents a voiced sound when next to another single fricative letter.

12. (*F*) A voiced sound is characterized by the lack of the vocal cord vibration.

13. (*T*) A stop consonant is always voiceless, but a fricative may either be voiced or voiceless depending upon the context in which it occurs.

14. (*F*) An apostrophe put between two vowels indicates that the consonant preceding the first vowel is geminated.

15. (*T*) Two fricative sounds can occur next to each other in the middle of a word, while clusters of three fricative sounds are impossible.

16. (*T*) A stop consonant assimilates its immediately preceding or following fricative by devoicing it.

EXERCISE II: Choose the correct spelling. Some words may have more than one answer because of dialect variation or alternate ways of spelling.

1. he is my boss (1. atanqaqa. 2. ataneqaqa)
2. I'm waiting for him (1. atanqaqa. 2. ataneqaqa)
3. let us_2 sit (in future) (1. aqumkiluk, 2. aqumekiluk)
4. he is ready / able to sit (1. aqumyuumauq, *or* 2. aqumeyuumauq)
5. resembling it (1. ayuqluku. 2. ayuqeluku, 3. ayuqelluku)
6. I see, he resembles (1. ayuqliniuq. 2. ayuqeliniuq, 3. ayuqelliniuq)
7. it is too small (1. miksiyaagtuq, 2. mikessiyaagtuq)
8. he is coughing too much (1. qus'ssiyaagtuq, 2. qusessiyaagtuq, 3. quss'iyaagtuq. *or* 4. quyssiyaagtuq)
9. small birds (1. yaqulcuaraat, *or* 2. yaqul'cuaraat, 3. yaqulecuaraat)
10. it is light (in weight) (1. uqigtuq. 2. uqiggetuq)
11. we are down there (1. kanaantukut, 2. kananetukut. 3. kana'antukut)
12. my house (1. neka. 2. eneka. 3. nek'a)
13. fish (1. neqa. 2. eneqa. 3. neq'a)
14. he cannot reach it (1. nuuraa, 2. enuraa. 3. enuuraa)
15. goose (1. lagiq. 2. elagiq, 3. 'lagiq)
16. he will visit (1. nunaciquq, 2. nunaciiquq. 3. nunateciquq)
17. he will get a boat (1. angyangciquq. 2. angyangeciquq. 3. angyangeciiquq)
18. he will get a kayak (1. qayangciquq. 2. qayangeciquq. 3. qayangeciiquq) *or*

19. he usually kills them	(1. tuqutlarai, 2. tuqutelarai, 3. tuqut'larai. or 4. tuqutellarai)
20. indeed I forgot them	(1. nalluyagutlinianka, 2. nalluyagutellinianka)
21. it is unravelling	(1. egumuq, 2. eguumuq, 3. guumuq, 4. 'guumuq)
22. my voice	(1. erinaka, 2. eriinaka, 3. riinaka, 4. 'riinaka)
23. shirt, cloth	(1. elumarraq, 2. eluumarraq, 3. lumarraq, 4. lumaarraq, 5. 'lumarraq, 6. 'lumaarraq)
24. grave	(1. eliveq, 2. eliiveq, 3. liiveq, 4. 'liiveq)
25. he washes them	(1. erurai, 3. eruurai, 3. ruurai, 4. 'ruurai)
26. he begins to cover it	(1. patunga, 2. patuunga, 3. patungaa, 4. patuungaa)
27. cover me!	(1. patunga, 2. patuunga, 3. patungaa, 4. patuungaa)
28. he considers working (but doesn't)	(1. calikunayaquq, 2. caliikunayaquq, 3. caliikunaayaquq, 4. caliikunaayaaquq, 5. calikunaayaquq, 6. calikunayaaquq)
29. (I) hooking for fish first	(1. manaarrarlua, 2. manaarraarlua, 3. manarrarlua, 4. manarraarlua)

EXERCISE III: Write the following words in Yup'ik. Only the vowels (a, i, u, e,), stops (p, t, c, k, q), and single fricatives (v, l, s, g, r) should be used. Wherever applicable, an apostrophe must be placed properly. The first letters of the Yup'ik words are given.

1.	berries	a*tsat*
2.	sun	a*kerta*
3.	my God	a*gayutka*
4.	abdomen	a*qsak*
5.	garment	a*kluq*
6.	he is making a ladder	ak*'liuq*
7.	grandfather	a*pa'urluq*
8	workshop	c*alivik*
9.	he is rowing	c*av'uq*
10.	beluga	c*etuaq*
11.	fence	c*asguq*
12.	house fly	c*iivak/* *ciuvak*
13.	one with big ears	c*iulvalek*
14.	learn it!	e*lisgu*
15.	he is digging it	e*lagaa*
16.	it leaks air	e*ltuq*
17.	it dawns	e*rtuq*
18.	windows	e*galret*
19.	they swallow	i*g'ut*
20.	they are few	i*kgetut*
21.	they tilt forward	i*kigtut*
22.	bread	k*elipaq*
23.	hailstone	k*artak*
24.	spoon	'l*uuskaaq*
25.	small goose	'l*agicuar*
26.	crabs	p*upsulget*
27.	it is swollen	p*uv'uq*
28.	Easter	P*aaskaaq*
29.	stove (Y)	pe*lit'aaq*
30.	blue (one)	q*iugliq*
31.	rice	q*up'luruaq*
32.	eyebrow	q*avluq*
33.	casserole	s*alkuuyaq*
34.	he is not tall	s*ugkituq*
35.	grandchild	t*utgar(aq)*
36.	salt	t*aryuq*
37.	his bow	u*rluvra*
38.	autumn	u*ksuaq*
39.	it is light in weight	u*qigtuq*
40.	he is crazy	u*sviituq*
41.	foreign objects in eye	*'ver'un*
42.	birds	*yaqulget*
43.	Eskimo	Y*up'ik*
44.	he is an Eskimo	Y*upiuguq*
45.	he is dancing	*yurartuq*

Rev. 3

EXERCISE I: Find out whether each fricative sound is voiced or voiceless.

1.	ella / cella	world, weather	9.	qugyuut	swans
2.	yaassiigek	pair of boxes	10.	allragni	last year
3.	malagg'aayaq	fur hat	11.	kev'ggu / kevvgu	lift it!
4.	'laavkaaq	store, building	12.	qastuluni	(he) being loud
5.	Qerrullik	village name	13.	kuvyacuar	small net
6.	Kuiggluk	"	14.	cupvailgan	before it (river) breaks up
7.	Negeqliq	"	15.	nerevkanritaa	he didn't feed him
8.	ilqua / il'qua	its brain	16.	sass'aq / cass'aq	clock

Exercise II: Fill the blanks with a suitable single or doubled fricative. Each word has one single (e.g. r) and one doubled fricative (e.g. rr) which are pronounced at the same place in the mouth.

1.	ca*l*i*ll*iniuq	I see he is working
2.	me*rr*aa*r*a	drink first!
3.	a*vv*usku*v*et	when you$_1$ separate (from someone)
4.	a*g*aa*gg*un	through across there
5.	e*vv*u*v*aaqiu	please wash it first!
6.	nau*ll*uu*l*uni	(he) being sick
7.	*s*uugi*ss*uun	scrub brush
8.	ca*rr*i*r*aa	he is cleaning it
9.	ai*gg*au*g*uq	(Y.BB) it is a hand
10.	kuu*vv*iaqu*v*et	when you$_1$ drink coffee
11.	i*gg*iayuliu*g*uq	it is a (great horned) owl
12.	ca*ll*u*l*araa	he fights him
13.	ku*v*esqe*vv*ailgaku	before he asks her to spill it
14.	(canek) qa*ss*atu*s*it?	(what) do you$_1$ eat raw?

EXERCISE III: Choose the correct spelling. In some of the words there may be dialect variation.

1. cat's cradle (1. aigaq. 2. aiggaq. 3 airaq. 4. [✓ airraq])
2. hand (Y.BB) (1. aigaq. 2. [✓ aiggaq.] 3 airaq. 4. airraq)
3. meadow (1. magaq. 2. maggaq. 3 [✓ maraq.] 4. marraq)
4. God (1. [✓ agayun.] 2. aggayun. 3. arayun. 4. arrayun)
5. through out there (1. [✓ keggaggun.] 2. kerrarrun. 3. keggarrun. 4. kerraggun)
6. you$_1$ see it (1. tangran. 2. [✓ tangrran.] 3. tang'gan. 4. tang'ggan)
7. he sees (1. tangegtuq. 2. tangeggtuq. 3. [✓ tangertuq.] 4. tangerrtuq)
8. he is leaving (1. [✓ ayagtuq.] 2. ayag'tuq. 3. ayaggtuq)
9. let us$_2$ go (1. [✓ ayagluk.] 2. ayaggluk. 3. ayag'lluk. 4. ayagg'luk)
10. pus-like matter (1. imarluk. 2. [✓ imarrluk.] 3. imar'lluk. 4. imarr'luk)
11. one that was threaded (1. nuvleq. 2. [✓ nuvvleq.] or 3. [✓ nuv'lleq.] 4. nuvv'leq)
12. how are you$_1$? (1. canacit. 2. [✓ cangacit.] 3. can'gacit)
13. its grass (1. cangi. 2. [✓ can'qi.] 3. cang'qi. 4. canri)
14. small grass (1. cang'gaq. 2. [✓ can'ggaq.] 3. cang'ggaq)
15. it is light (in weight) (1. [✓ uqigtuq.] 2. uqiggtuq. 3. uqigetuq. or 4. [✓ uqiggetuq.] 5. uqgetuq)
16. it tilts (1. [✓ ikigtuq.] 2. ikiggtuq. 3. ikigetuq. 4. ikiggetuq)

EXERCISE IV: Fill the blanks with a suitable doubled fricative (vv. ll. ss. gg, rr), which occurs between vowels.

1) Mikelngua a_ll_urtaa nuu_ss_imek. 'He took away the knife from her child.'
2) Kuu_vv_iaresqiu a_ll_aneq. 'Ask the visitor to have some coffee!'
3) Me_ss_aagtuq elatu_rr_amek. 'He fetched water from the porch.' 4) Alu_ss_istuam na_ll_iini aya_ll_iniuq. 'I see he left during Christmas time.' 5) I_gg_iayulim u_ll_agyuaraaten qianrilu. 'Don't cry, the (great horned) owl might come to you.'
6) Ma_ll_unguq i_ss_urimek. 'He found a spotted seal that has been washed ashore.'
7) Qa_ss_ayuituq ka_ss_aungami. 'He doesn't eat raw food as he is a white man.'
8) Ai_gg_aten cii_ss_uutmek mingugki! 'Put some cream for chapped skin on your hands!' 9) Ke_gg_aa ta_ll_iakun. 'He bit her on her arm.'

EXERCISE V: Fill the blanks with a suitable consonant cluster consisting of two fricatives. One of the two is represented by a doubled fricative. Some words may need an apostrophe between the two fricatives depending on where you are from.

1) Angalkum ca_vv_ _l_uku assiri_ll_ _r_ua. 'The shaman laid hands on him and healed him.' 2) Makce_ss_ _g_u ikayurluku. 'Help him to get up!'
3) Ke_gg_ _s_ulinek i_ss_ _r_an imiraa. 'He filled up the tote bag with pike.'
4) I_gg_ _r_aarluku iinruni ne_rr_ _l_iniuq. 'After swallowing his medicine, I see he ate.' 5) Nu_vv_ _s_aagai te_gg_ _l_it. 'He is trying to string the beads.'
6) Qu_ll_ _s_urtuq nutek kipusvi_ll_ _r_iini. 'The gun costs $10 at his old store.'
7) Kuvya_ll_ _g_utkaa a_ll_ _r_agnirnek. 'He has been his fishing companion since last year.' 8) Qa_ll_ _y_uituq una cavik. 'This knife / metal doesn't rust.'

EXERCISE I: Choose the correct spelling.

1.	hello!	(1. uaqaa, 2. waqaa. 3. vaqaa)
2.	he is playing around	(1. uamuq, 2. waamuq, 3. vaamuq)
3.	like this	(1. uaten, 2. waten, 3. vaten)
4.	post, pole (pauk)	(1. paugun, 2. pau͡gun, 3. pau͡g'un)
5.	of that one back there	(1. paugum, 2. pau͡gum, 3. pau͡g'um)
6.	but, however	(1. tagaam, 2. taugaam, 3. tau͡gaam)
7.	remove it!	(1. augarru, 2. au͡garru, 3. au͡g'arru)
8.	beauty mark	(1. augyaq, 2. au͡gyaq)
9.	in the blood	(1. augmi, 2. au͡gmi)
10.	one going away	(1. augna, 2. au͡gna)
11.	one inside	(1. kiugna, 2. kiu͡gna)
12.	he answers him	(1. kiugaa, 2. kiu͡gaa)
13.	through the post, pole	(1. paugkun, 2. pau͡gkun)
14.	one from inland (tundra)	(1. paugkumiu, 2. pau͡gkumiu)
15.	what are they?	(1. caugat, 2. cau͡gat)
16.	eider duck	(1. qaugeq, 2. qau͡geq)
17.	forehead	(1. qauraq, 2. qau͡raq)
18.	(I) having head sores	(1. qaurlua, 2. qau͡rlua)
19.	poor dear thing	(1. caurluq, 2. cau͡rluq)
20.	his poor eye	(1. iiurlua, 2. iiu͡rlua)
21.	shaking hands with me	(1. unaciurlua, 2. unaciu͡rlua)
22.	you, poor thing, wash your hands!	(1. unaciurlua, 2. unaciu͡rlua)
23.	poor dear man	(1. anguteurluq, 2. angguteu͡rluq)
24.	(I) playing with the boat	(1. angyaliurlua, 2. angyaliu͡rlua, 3. angyali'urlua)

25. you$_1$ poor dear, make a boat! (1. angyaliurlua, 2. angyaliu͡rlua, 3. angyali'urlua)

26. you$_1$ poor dear, eat! (1. nereurlua, 2. ner'eurlua, 3. ner'eu͡rlua)[1]

27. (I) keeping on eating (1. neruurlua, 2. neruu͡rlua, 3. neru'urlua)

28. where? (1. nauwa, 2. naugga, 3. naw'a)

29. little pole (1. pauwaq, 2. pauggaq, 3. paw'aq)

30. little river (1. kuiwaq, 2. kuiggaq)

31. after ladling it (1. ipuwaarluku, 2. ipuggaarluku)

32. after washing my face (1. ermiwaarlua, 2. ermiggaarlua)

EXERCISE II: Fill the blanks with w, uq, u͡q, ur or u͡r.

1) Ca qa_u͡q_na? 'What is that in there?' 2) Na_w_'un a_u͡q_suuq / a_u͡q_yuuq ayagcit? 'Which way are you$_1$ going?' 3) Mikelnguq angyali_ur_luni. 'The child playing with the boat.' 4) Ap'a_ur_luqa / Apa'_u͡r_luqa ca_u͡r_l_ur_ta? 'What is my poor dear grandfather doing?' 5) _W_angkuk _w_anta_ur_tukuk aanamni. 'We two have been staying right here at my mother's.' 6) Qai_u͡r_lua iqauq. 'Its poor surface is dirty.' 7) _W_angneta_ur_tuq ak_w_a_uq_arnek. 'He's been with me since yesterday.' 8) Iqairi_u͡r_l_ur_tuq naulluungermi aana_u͡r_lua. 'His poor mother is washing, although she is sick.' 9) Akercirtuq, ta_u͡q_aam nengllirtuq. 'It is sunny, but is cold.' 10) Qa_u͡q/w_kumiunguuq aata_u͡r_luqa. 'My poor father is from up river.' 11) Ici_w_a _w_ii meyuilngua. 'You know, I don't drink.' 12) Kegguteka a_u͡q_'araa. 'He removed my tooth.' 13) A_u͡q/w_kucimek a_u͡q_'um cikiraanga. 'The one leaving gave me that kind.' 14) Qamiqumkun / nasqumkun ka_uq_tullruanga. 'He banged me on the head.' 15) Arna_u͡r_luum en'e_u͡r_lua im'uq. 'The poor woman's poor house collapsed.' 16) Ata_w_augut (c)ellallungvailgan uterrluteng. 'They are fortunate to come home before the rain starts.'

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[1] Another variant is spelled ner'u'rlua: see 18.2 for the second apostrophe.

EXERCISE I: Fill the blanks with a suitable nasal (m, n, ng).

1.	a*m*ak	two backpacks	6.	u*n*aten	your$_1$ hand
	a*ng*ak	maternal uncle		u*ng*aten	your beard
2.	*n*eqtaa	his catch of fish	7.	ima*ng*aq	blackfish
	*m*eqtaa	pluck (birds)!		ima*n*aq	stomach content - *guts, internal organs*
3.	a*ng*'uq	it is big	8.	qayarpii*m* ciunga	bow of the big kayak
	a*n*'uq	it goes out		qayarpii*n* ciunga	bow of his big kayak
4.	angya*m*i	in the boat	9.	tu*m*ngami	as he has a way to go
	angya*n*i	in the boats		tu*n*ngami	as it is given away
5.	tu*ng*iinun	towards it			
	tu*m*iinun	to its footprint			

EXERCISE II: Fill the blanks with a suitable nasal, and read the sentences.

1) Pita*m*inek a*m*iirtuq. 'He is skinning his catch.' 2) *N*apa*m* avayai *n*aaqai. 'He is counting the branches of the tree.' 3) Ta*ng* *n*erlaa*m*e*ng* a*ng*lilriit. 'See, they are growing because they eat!' 4) Qi*ng*aa pekte*ng*uq. 'Her unborn baby is beginning to move.' 5) Pa*n*ika ka*n*a*n*i *m*a*n*artuq. 'My daughter is ice-fishing down there.' 6) A*ng*u*n* qaya*m*iku*n* ayagtuq. 'The man left with his kayak.' 7) E*n*e*m* *ng*elii *n*u*n*iraa. 'He put dirt around the house.' 8) Talli*n* cii*n* *n*e*m*ru*m*aa? 'Why is your$_1$ arm bandaged?' 9) I*m*na a*n*ngaqa tu*ng*magtaat. 'They are having a funeral service for my brother.' 10) An*ng*aitua ne*ng*leng*n*iat qakem*n*a. 'I won't go outside as they say it is getting cold out there.' 11) Ani*ng*uani ma*m*nia. 'He says his boil is healed.' 12) Nu*n*uina*n*rani a*n*ua. 'I went out while he was still scolding.' 13) Cani*m*ni mi*ng*ugiuq. 'He is painting beside me.' 14) Angya*n*i ima*ng*nia *m*ermek. 'He says his boat is filling up with water.'

EXERCISE I: Fill the blanks with a suitable nasal (m, n, ng, m̅, n̅, n̅g̅). Find out whether each nasal is voiced or voiceless. Put an apostrophe wherever necessary.

1.	nangnia	he says she finished it	10.	angyamni	in my boat
	nangn̅ia	he says she beat it up		angyaatni	in their boat
2.	at'ma	of my name		angyamten̅i	in our boats
	atmak	knapsack	11.	anngaituq	it won't be taken out
3.	erneq	day		anngaituq	he won't go out
	errneq	dawn	12.	qamna	one inside
4.	pen̅aq	cliff		qamn̅ia	he says she extinguished it
	penguq	hill		qamnia	he says it was extinguished
5.	iq'ni	of his own mouth corner	13.	qak'mumi	in the one outside
	iqmik	chewing tobacco		qakmani	outside
6.	ann̅ia	she says he put it out	14.	qimugtenguq	he gets a dog
	anm̅ia	he also puts it out		qimugten̅g̅uuq	it is a dog
7.	elpenguq	he comes to his senses	15.	qimugten̅i	in the dogs
	elpen̅g̅uuq	it is you$_1$		qimugtem̅i	of his own dog
8.	qengan	your$_1$ nose		qimugteni	his own dogs
	qenan	(BB) disease	16.	uyungn̅ia	he says he made her squat down
9.	anlleq	grassroot		uyungnia	he says she squatted down
	amlleq	lot, enough	17.	tepma	of my aged fish head
	anglleq	one that was big		(ciin) tep'nga?	(why) is it starting to smell?

EXERCISE II: Fill the blanks with a suitable nasal (m, n, ng, m̄, n̄, n̄g).
Put an apostrophe wherever necessary.

1) Casten̄gusit naulluuvigmi? 'What do you$_1$ do at the hospital?'
2) Eruristen̄guunga nervigmi. 'I am a dish washer at the dining room.'
3) Cen̄amek nalaqutuq angqamek. 'He found a ball from the shore.'
4) Nep'ngutaa qingalria. 'The pregnant woman is having labor pains.'
5) Atunem kenkutuk. 'There is mutual love between them.' 6) Aataka Negtem̄iunguuq. 'My father is from Nightmute.' 7) Pak'mumun mayuusgu. 'Bring it up to the one upstairs!' 8) Nipcessgu kenurraq taumun. 'Let that person turn the light off.' 9) Taggraarluteng / tag'rraarluteng Nunapicuarmun iqvallruut. 'After they went to Nunapitchuk, they picked berries.'
10) Iqvarpek'nanuk / unatarpeg'nanung (HBC) aqumgaukuk. 'We$_2$ are sitting instead of picking berries.' 11) Kaplinia iinriurtem. 'I see the nurse gave him a shot.' 12) Uyungm̄ia nutkataami. 'He squatted him down also as he was going to shoot his gun.' 13) Nuussia pissurtem tamallinia. 'I see he lost the hunter's knife.' 14) Nangn̄ia uinganun. 'He said her husband beat her up.' 15) Neq'mi iliinek cikiraanga. 'He gave me a part of his fish.'
16) Elitnauristen̄guavet mikelnguut assikaten. 'You$_1$ like children as you$_1$ are a teacher.' 17) Ampi qamkut ullakiki. 'Please go to them (in there) soon.' 18) (E)Mermun miskan nutkiu. 'Shoot it when it lands in the water.'
19) Nerngameng aanaseng taisqaat. 'They asked their mother to come as they are eating.' 20) Pen̄aq qertungraan mayuraa. 'He climbed the cliff although it is high.' 21) Nutminun imaqnii. 'He says they are his gun's shells.'
22) Akngirnaqnia tununi. 'He says his back hurts.'

REVIEW IV

EXERCISE I: Write T in ( ) if the statement is true, but F if false.

For the statements marked F, give the reason why they are false.

1. (*F*) A single fricative letter (except w and y) can represent either a voiced or a voiceless sound, but a doubled fricative is always voiced

2. (*F*) The seven fricative letters v, l, s, y, g, r, and w can all be written double.

3. (*F*) An identical nasal can be written double whether or not there is a bar on top of one of them.

4. (*F*) A doubled fricative can occur next to a stop.

5. (*T*) A fricative (except w and y) is devoiced next to a stop whether it is before or after the stop, while a nasal is not devoiced if it occurs before a stop.

6. (*F*) If there is a doubled fricative between two vowels, syllable division is made between the two fricative letters.

7. (*T*) If two voiceless fricative sounds occur next to each other, the first one is written double but the second one single.

8. (*T*) The combined letters $\widehat{ug}$ and $\widehat{ur}$ are labialized velar fricatives, which correspond to k (front velar) and q (back velar) respectively.

9. (*T*) The labialized front velar fricative w is always voiced wherever it occurs.

10. (*T*) A nasal with a bar on top is used to represent a voiceless nasal sound.

11. (*T*) A labialized velar $\widehat{ug}$ or $\widehat{ur}$ is a single consonant, and as such it cannot form a syllable by itself.

12. (*T*) An apostrophe put between a single fricative and a doubled fricative indicates that the former is not devoiced by the latter.

13. (*T*) The nasal ng is a front velar sound, while the apostrophed n'g are two sounds (one nasal and one fricative). In the latter case, syllable division is made between the n and g.

14. (*F*) An apostrophe put between a stop and a nasal indicates that the stop is geminated.

15. (*F*) The Yup'ik sound which resembles the English wh as in what is represented by v.

16. (*T*) There are three groups of consonants, i.e., stops, fricatives, and nasals.

EXERCISE: Put an e or an apostrophe wherever necessary to spell the words correctly. Some words may be spelled more than one way because of dialect variations or alternate ways of spelling.

1.	tkrt	*tekret*	index fingers
2.	nlgt	*enelget*	ones with houses
3.	lptk	*elpetek*	you$_2$
4.	rnrt	*erenret*	days
5.	ngvi	*engevi* *or* *ngev'i*	blow your$_1$ nose!
6.	ngqvaq	*negeqvaq*	north
7.	nngqrtuq / nnngqrtuq (HBC)	*(n)enengertuq*	he has bones
8.	nnglngniat	*nenglengniat*	they say it is getting cold
9.	tpkgtllruuq	*tepkegtellruuq*	it was perfumed
10.	tglgpknani / tglgpgnani	*teglegpek'nani*	(he) not stealing
11.	lrlraaq	*'lerlenaaq*	Chinese
12.	kggstllrgkt	*keggestellnegket*	the two that bit them
13.	kggsqllrptk	*keggesqellerpetele*	of the ones you$_2$ wanted bitten
14.	aqsgiq	*aqesgiq*	ptarmigan
15.	taitqrru	*taiteqerru*	hand it over!
16.	tangrctuq	*tan'gercetuq*	it is dark
17.	nutggpcn̄k	*nutgegpecen̄ek*	from your two guns
18.	ikgtksaituq	*ikgeteksaituq*	it has not been small in amount
19.	kuvviknglIrua	*kuvevik'ngellrua*	he began to spill on it
20.	mingqciqaa	*mingqeciqaa*	she will sew it
21.	nalluarptgnga / nalluarptgnnga	*nalluarpetegnga/nalluarpetegnenga*	you$_2$ do not know me
22.	qimugtgmgnk	*qimugtegmegnek*	from their$_2$ own two dogs
23.	qimugtgmggnk	*qimugtegmeggnek*	from their own two dogs
24.	tngssuutngqrcskiligngu	*tengssuutengqerceskilignegu*	may they$_2$ let him have an airplane!

EXERCISE I: Place hyphens before any enclitics.

1.	caliqaa	please work!
	caliqaa	more?
2.	nerucituq	I hope you eat with someone
	neruciituq	it doesn't seem like he is eating
3.	mingqaqa	I'm sewing it
	mingqaqaa	she is always sewing it
	mingqaaqaa	is she sewing it?
	mingqaaqaa	it is her grass basket
	mingqaqaaqaa	is she always sewing it?
4.	tegutuq	he took something
	teguututuq	I wish you$_1$ would take it
5.	piciqaa	he will do it
	piuciqaa	are you doing (something)?
6.	waniwa	here it is!
7.	ciinkiq	I wonder why
8.	tupiijam	wake up!
9.	kaigtuagguq	tell him I'm hungry!
	uigtuaguq	(Y) he tastes

10.	Ner'uqam ataam.	He is eating again.
11.	Maantuq / Maanetuq (HBC)	He is here.
	Maanituq qavarli.	I hope he sleeps here.
12.	Atakumi caciqsit?	What then will you$_1$ do this evening?
	Atakumi caciqsit?	What will you$_1$ do during the evening?
13.	Akikituq paltuuk / pal'tuuk.	The coat is cheap.
	Akikituq cikirtelten camek.	I hope you$_1$ will give in return to those who gave you$_1$ something.
14.	Uingami nanta?	Where then is her husband?
	Uingami uiminun upallruuq.	Since she got married, she moved to her husband's.
15.	Taqeksaitangguqqaa?	He wants to know if you$_1$ finished it yet?
16.	Angyakunwa taillilriit.	Maybe they came over by boat.
17.	Atkuunkin piklaku.	I wish I could have your$_1$ parka.
18.	(C)ellamilli assirpaa!	How nice the weather is!
19.	Tengssuunwam tekitenrilnguq.	The airplane didn't come again.

EXERCISE II: Place hyphens wherever appropriate, and read the sentences.

1) Qaillunkiq taima piat? 'I wonder how they are doing.'

2) Camaiaarnga / camairnga ak'anek tangrramken. 'Shake hands with me as I haven't seen you$_1$ for a long time.' 3) Schoolami meetingaarciqut. 'They are going to have a meeting at the school.' 4) Akingillutuq. 'I wish you$_1$ would get paid also.'

5) Aananmigguq nauwa? 'He says, "where is your$_1$ mother?"'

6) Kitakwa tangerciqamegten. 'Well then, we$_2$ will see you$_1$.'

7) It'gatenqaa akngirnarqut? 'Are your$_1$ feet hurting?' Iii. 'Yes'.

8) Kinallugaa nerciquq / ner'ciquq? 'Will anybody else eat? 9) Taitai iqmiik! 'Come here, Iqmik!' 10) Fishaqataquvet callaqia. 'Call me when you$_1$ are going to go fishing.' 11) Maaituq amllernek neqengqerqili. 'I hope there will be a lot of fish at this time.' 12) Nengllirpaalli! 'Oh! How cold it is!'

13) Qayalillilriawa qayailami. 'He is probably making a kayak as he doesn't have one.' 14) Aturaniam yuullinii mikelnguum. 'I see that the child took off his clothes again.' 15) Angyaallugguqqaa mingugngaitan? 'He is wondering if you$_1$ will paint his boat too.' 16) Tuaingunrituq. 'See you again.'

17) Alai tangrranqaa carayak? 'Goodness, did you see the monster?'

18) Maairpakwa elitnauringaitellilriatenllu. 'You$_1$ probably won't teach at this time also.' 19) Iraluq pikai alairtuq. 'The moon up there is coming into view.' 20) Nerlapustuq. 'I wish we could eat it.' 21) Elpecimillu ciin ayanriceci? 'Why then did you not go also?' 22) Timeaitua watua. 'I don't have time right now'. 23) Alai ca una? 'My goodness! What is this thing?' 24) Ikaiigguqwa hospitalaarkaq. '(They say) the one across there will be a hospital.'

EXERCISE I: Put an apostrophe in the following words, and explain why it is needed.

1.	tan'gerpak	crowberry	5.	tep'liuq	he is making fermented food
	min'ggaq	small wake		nut'ngama	because I acquired a gun
2.	nauw'	where?		assikek'nganka	those I like
	tua-ll'	and then		ner'lliniuq	(Y) I see he ate (K. nerrliniuq)
3.	pelit'aaq	stove	6.	kana'antuq	he is down there
	qan'ga	no		atu'urkaq	clothing
4.	aturtur'tuq	he keeps singing	7.	'Lerleraaq	Chinese
	eritar'qa	I plucked it			

EXERCISE II: Put an apostrophe wherever appropriate, and read the sentences.

1) Nacaa nur'rama nang'uq. 'My nephew's hat is getting worn.' 2) Atsac'ngauguq atam man'a. 'The berries are small here.' 3) Cas'saq / Sas'saq qulngunritaa'rnun kaugtuq. 'The clock strikes the hour of nine.' 4) Aull' atam nervallagtua. 'Gracious! I ate too much.' 5) Kayangut ak'a tuk'ngut. 'The eggs are already hatching.' 6) Apa'urluum / Apaurluum kaugturaa tan'gurraam kis'utii mulut'uugkun. 'The grandfather is striking the boy's sinker with a hammer.' 7) Un'a qayaq kit'eqatartuq. 'The kayak (moving) down there is about to sink.' 8) Ap'ma Nuqa'qam atmagaa. 'The one whom I call Nuqaq'aq is backpacking it.' 9) Kan'a Cev'armiu ilu'urqaqa 'The Chevak person down there is my cousin.' 10) Amllernek pit'elartukut / pit'lartukut up'nerkami. 'We catch plenty during the spring.' 11) Ing'um 'lumarraqa allellrua. 'That one tore my shirt.' 12) Peng'gartenritukuk mic'ugngiin. 'We$_2$ are not worried because it can land.'

13) Angáqaa paltuuk akállaq. 'He is taking the old coat with him.'

14) Natĺiqsit? Itǵiqua. 'Where do you$_1$ hurt? My foot hurts.'

15) Unǵani kuigem paingani kuvyauq. 'He is fishing down there at the mouth of the river.' 16) Tangercelan (c)ella tangerliq tangerciigataa. 'He can't see the black bear as it is dark outside.' 17) Uquv́, kaiǵ-qaa cakneq? 'Uquviaraaq, aren't you$_1$ very hungry?' 18)'Lintali 'lumarramek kavirlimek. 'Make a ribbon out of red cloth!' 19) Cavúrluni taiguq. 'He came rowing all the way.' 20) Tagqerluk tassŭqŭrlunuk. 'Let us$_2$ go up hand in hand.'

21) Kuvyaqaárqami neqĺiqaártel(l)artuq. 'When he fishes on occasion, he catches a lot of fish.' 22) Neqaqaárqa caucia lagim Kassátun. 'I suddenly remembered what "lagiq" is in English.' 23) Atúurkanka tamarmeng iqaut. 'All my clothes are dirty.' 24) atullńi angyaq upńerkaq 'the boat he used last spring'

25)'Verútairaa iinga. 'He removed the foreign object from his eye.'

26) Us, qaill pisit? 'You$_1$ here, what is wrong with you$_1$?' 27) Kuvyaa ataúrluma canguúrtuq neqnek. 'My poor father's net keeps catching fish.'

28) Taq́uq meńermek. 'He quit drinking.' 29) Qit́vulluku qanrut́laraa. 'He talks to him in English.' 30) Patuqer taun. 'Please put a lid on that!'

31) Nut́lirtuq aataka. 'My father has many guns.' 32) Apaúrluq neruúrtuq. 'The grandfather is eating.' 33) Au͡gkucimek au͡ǵum cikiraanga. 'The one leaving gave me that kind.' 34) Ellmikun taigua. 'I came for no particular purpose.' 35) Anqértuq mulukúurpailegmi. 'He dashed out before drinking his milk.'

36) Cańgituq nunaúrluqa. 'My poor land lacks grass.' 37)

'The pike is biting on my fish hook.' 38) Eḱlarai atliqúurluki. 'He stacks them in.'

REVIEW V

EXERCISE I: Write T in ( ) if the statement is true, but F if false.

For the statements marked F, give the reason why they are false.

1. (*F*) An apostrophe is used to distinguish an enclitic from the word to which it is attached.

2. (*F*) An apostrophe is used to indicate a possessor as is done in English (e.g. man's boat).

3. (*T*) An apostrophe put before a word-initial fricative indicates that the fricative is a voiced sound.

4. (*T*) A stress which is not determined by the general pattern of stress (as introduced in Chapter XIX) is marked by an apostrophe put between a vowel and a consonant.

5. (*F*) A word-final syllable is always pronounced with stress.

6. (*F*) A lengthened vowel is always pronounced with stress.

7. (*F*) A vowel immediately following a geminated consonant is always pronounced with stress.

8. (*T*) A hyphen is used to separate a foreign word from a Yup'ik element.

9. (*F*) A consonant which is preceded by a single short (i.e. unlengthened) vowel and is followed by two vowels with a hyphen in between is geminated.

10. (*F*) A word-initial open syllable is not stressed and accordingly it is not lengthened.

11. (*T*) Yup'ik has neither alveo-palatal nor back velar nasal consonants.

12. (*T*) A hyphen is used to cut a word at the end of a line as is done in English: a word should be cut only at the syllable divisions.

13. (*T*) Gemination on a consonant makes its preceding syllable a closed one.

14. (*T*) The first stressed syllable in a word is pronounced with the strongest stress.

15. (*T*) A syllable is retrogressively stressed if the second syllable after it is stressed.

16. (*T*) Basically stress in Yup'ik is assigned rhythmically.

EXERCISE II: Fill the long blanks with a suitable terminology and the underlined short blanks with a suitable sound (letter).

The vowels i and u are (*high* 1) vowels, while (*a* 2) is a low vowel. A (*prime* 3) vowel can combine with another vowel except (*e* 4) like ai, ia, au, (*ua* 5), ui, iu. These are called vowel (*clusters* 6).

There are (*five* 7) stop consonants in Yup'ik. In pronouncing stop consonants (as contrasted with nasals), the passage of air through the (*mouth* 8) is blocked with the (*soft* 9) palate touching the wall of the pharynx. Closure is made at the (*lips* 10) for the stop p, so that it is called a (*labial* 11) stop. The stop pronounced the farthest back in the mouth is (*q* 12). Yup'ik stop consonants (especially t) are (*aspirated* 13) at the end of a word, that is, they are followed by a puff of breath.

The fricatives v, l, (*s* 14), g, and r are (*voiceless* 15) when they occur at the beginning or end of a word or next to a voiceless consonant, but otherwise (*voiced* 16). The alveopalatal fricative (*y* 17) is always voiced. One of the characteristics of the dialect of Hooper Bay and Chevak is that the sound s (voiced) is replaced with (*y* 18). The (*labialized* 19) velar fricatives, i.e., w, ug, and ur, are characterized by lip rounding.

A nasal is (*voiceless* 20) if it occurs after a stop or a (*voiceless* 21) fricative: such a nasal is not written with a bar on top.

There are five labial sounds in Yup'ik: a (*stop* 22), a voiced and a voiceless fricative, and a voiced and a voiceless (*nasal* 23). There are (*five* 24) back velar sounds, three of which are (*not labialized* 25).

A syllable which ends with a consonant is called a (*closed* 26) syllable, while a syllable which does not end with a consonant is an (*open* 27) syllable. If there is a single consonant between two vowels, syllable division is made (*before* 28) the consonant, but if there are two consonants, syllable division is made (*between* 29) the consonants.

A vowel which is always pronounced long irrespective of its position is long by (*nature* 30), and such a vowel should be written (*double* 31). If a consonant is followed by such a vowel and is preceded by a single short (i.e. non-lengthened) vowel, the consonant is automatically (*geminated* 32).

If there is a sequence of two open syllables followed by another syllable which begins with a consonant, the vowel of the (*second* 33) open syllable is lengthened. Such a lengthened vowel, which is long by (*position* 34), should be a (*prime* 35) vowel. If the vowel of the second open syllable is e̲, the consonant after the e̲ is (*geminated* 36). Gemination which is not automatically determined should be marked with an (*apostrophe* 37) put (*after* 38) the consonant to be geminated.

A short word which consists of one or two syllables and is pronounced as a part of the preceding word is called an (*enclitic* 39): In Yup'ik orthography it is separated by a (*hyphen* 40) from the word to which it is attached. An (*apostrophe* 41) put between a stop and a fricative indicates that the latter is not assimilated by the former, that is to say, the latter is (*voiced* 42).

EXERCISE III: Choose the correct spelling.

1. He is in a dancing mood. (1. qacagtuq, 2. qacartuq, 3. qac'agtuq, 4. qac'artuq)
2. it claps, slaps (K) (1. qacagtuq, 2. qacartuq, 3. qac'agtuq, 4. qac'artuq)
3. maybe he is blocking it (1. caplia, 2. cap'lia, 3. capelia)
4. he is making a barrier for it (1. caplia, 2. cap'lia, 3. capelia)
5. it is his coat (1. paltuukaa, 2. paltuuqaa, 3. pal'tuukaa, *or* 4. pal'tuuqaa)
6. he is putting a coat on him (1. paltuugaa, 2. paltuuraa, 3. pal'tuugaa, *or* 4 pal'tuuraa)
7. my two guns (1. nutgagka, 2. nutgigka, 3. nutgugka, 4. nutgegka)
8. I shot them$_2$ (1. nutgagka, 2. nutgigka, 3. nutgugka, 4. nutgegka)
9. forehead (1. cunguq, 2. cun'guq, 3. cung'uq)
10. gall (1. cungaq, 2. cun'gaq, 3. cung'aq)
11. blackfish (1. cangiiq, 2. can'giiq)
12. it is thin (Y) (1. cangetuq, 2. cang'getuq, 3. canegtuq, 4. can'ggetuq)
13. he is gathering grass (1. cangetuq, 2. can'getuq, 3. canegtuq, 4. can'ggetuq)
14. his catch of fish (1. nuqtai, 2. neqtai)
15. he pulls them (1. nuqtai, 2. neqtai)
16. hopefully later on (1. atatakutuq, 2. atatakut'uq, 3. atataku-tuq)
17. he is planning to proceed later (1. atatakutuq, 2. atatakut'uq, 3. atataku-tuq)

18.	he quits	(1. taq'aq, 2. taq'uq, 3. teq'aq, 4. teq'uq)
19.	urine	(1. taq'aq, 2. taq'uq, 3. teq'aq, 4. teq'uq)
20.	fish fermented in a pit	(1. taq'aq, 2. taq'uq, 3. teq'aq, 4. teq'uq)
21.	if he wants to put footgear on	(1. pilugugyukuni, 2. piluugugyukuni, 3. pilu'ugyukuni)
22.	you will	(1. piciquten; 2. piciiquten, 3. pici'iquten)
23.	you will drown	(1. kiciquten, 2. kic'iquten, 3. kiciiquten, 4. kici'iquten)
24.	it is milk	(1. mulukuruuq, 2. mulukuuruuq, 3. muluk'uruuq, 4. muluk'uuruuq)
25.	it is milk	(1. milekuruuq, 2. milekuuruuq, 3. milek'uruuq, 4. milek'uuruuq)
26.	when the poor thing dies	(1. tuquurluqan, 2. tuqu'urluqan, 3. tuquu͡rluqan)
27.	it is old	(1. akallauguq, 2. ak'allauguq, 3. ak'all'auguq, 4. ak'alla'uguq)
28.	it becoming white	(1. qatriluni, 2. qateriluni, 3. qat'riluni)
29.	rainbow	(1. aglugyaq, 2. agluryaq, 3. agluguyaq, 4. agluruyaq)
30.	weasel	(1. agluryaq, 2. agluryaq, 3. agluguyaq, 4. agluruyaq)
31.	their$_2$ smell	(1. tepiik, 2. tepepik, 3. tepepiik)
32.	real smell	(1. tepiik, 2. tepepik, 3. tepepiik)
33.	two real smells	(1. tepiik, 2. tepepik, 3. tepepiik)

EXERCISE IV: Fill the blanks with a front or back velar consonant (k or q, g, or r, gg, or rr).

1.	ta*k*sartuq	it would be too long
	ta*q*sartuq	he would quit
2.	e*q*suituq	it doesn't shrink
	e*k*suituq	it isn't put in
3.	ma*k*luku	setting it upright
	ma*q*luku	making it flow
4.	uu*k*saituq	it is not done (cooking) yet
	uu*q*saituq	it hasn't blown its horn yet
5.	melus*k*aa	use snuff (up your nose)!
	melus*q*aa	he told him to be "it"
6.	pika*g*tuq	he can't pronounce his back velars
	pika*r*tuq	he's getting something for himself
7.	*k*akegtuq	she has a nosebleed
	*q*akegtuq	she lifts up her skirt
8.	*q*eltai	its scales, barks
	*k*eltai	he is observing them warily
9.	ing*k*iq	gum (anatomical)
	ing*q*iq	louse, nit
10.	ne*q*aa	his snare
	ne*r*aa	he is eating it
11.	e*g*neq	juice
	e*r*neq	day
	e*rr*neq	dawning
12.	u*q*taa	he pulls it up
	u*r*taa	her dough
13.	e*gg*luni	(it) being tossed
	e*rr*luni	(it) dawning
14.	pe*rr*luku	bending it
	pe*gg*luku	releasing it
15.	kenu*gg*luku	dressing her up
	kenu*rr*luku	throwing light on
16.	pai*rr*luku	meeting him
	pai*r*luku	licking it

EXERCISE V: Fill the first blank of each word with k or q and the second and third blanks with a vowel.

1.	*q* *a*n*i*rtuq	it is snowing
2.	*k* *a*n*a*rtuq	it is bent forward
3.	*q* *a*n*e*rtuq	he speaks
4.	*k* *a*n*e*rtuq	it frosts
5.	*k* *e*n*e*rtuq	it slows down
6.	*q* *e*n*e*rtuq	he is angry
7	*k* *e*n*i*rtuq	she is cooking
8.	*k* *i*n*e*rtuq	it is dry
9.	*q* *i*n*e*rtuq	he sights with an aid

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